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ABSTRACT

This document is comprised of Level 1 of a multimedia parent series focusing on issues of importance to parents of elementary-school age children and offering opportunities for discussion, critical thinking, and problem solving. The program is geared to adult learners in family literacy programs, adult basic education, or English as a second language (ESL) programs. There are four parts to the program: (1) a student book; (2) a student workbook; (3) a teacher's guide; and (4) an audio recording (on audiotape and on compact disk). The student book is intended for both native speakers with limited reading skills and English-language learners at a low-beginning level. Fifteen stories in each student book presenting situations familiar to parents serve as the foundation for lesson material, with lesson themes the same at each level to allow greater flexibility in the multilevel classroom. The lesson themes relate to: (1) daily routine; (2) health, routine examinations, and parent notification; (3) first day at a new school and language problems; (4) getting ready for school, time management, and school breakfast programs; (5) parent-teacher conferences and study habits; (6) volunteering at school; (7) school testing; (8) after-school activities; (9) fighting at school; (10) time management and homework; (11) paying attention and following directions; (12) bedtime; (13) shopping with children; (14) transportation; and (15) illness and school absences. Each lesson in the student book includes exercises to check comprehension, expand vocabulary, and strengthen listening, speaking, and writing skills. The accompanying workbook, focusing on language skills, is intended primarily for ESL learners but may be suitable for others. The audio recording provides a reading of each story, the dialogs for each lesson, and prompts for all listening activities, including the workbook listening activities. The teacher's guide provides an overview of the program, makes suggestions for using the program effectively, and includes notes for each lesson; these notes contain a preview section listing the main themes of the story and suggested warm-up activities, as well as suggestions for enlarging the activities in the student book. (KB)

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**From Home to School I: Stories and
Activities for Parents. Teacher's Guide
[and Student Book and] Workbook
[with Audiotape and Audio CD].**

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From Home to School 1

Stories and Activities for Parents



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Ann Gianola

From Home to School 1

Stories and Activities for Parents

Teacher's Guide

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New Readers Press

From Home to School 1 Teacher's Guide
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Overview

From Home to School 1 provides stories and activities specifically designed for adult learners in family literacy programs or in ABE and adult ESL classes. The student book is intended for both native speakers with limited reading skills and English-language learners at a low-beginning level. The accompanying workbook, focusing on language skills, is intended primarily for ESL learners but may be suitable for others as well.

The goal of *From Home to School* is to raise issues of importance to parents of elementary-school-age children and to offer opportunities for discussion, critical thinking, and problem solving. Lessons focus on interactions between parents and school personnel or parents and children regarding school matters. Lessons are based on relevant but entertaining readings about common school-related concerns parents have. Follow-up activities lead to further exploration and a better understanding of these concerns, while also building vocabulary and practical communication skills. The book can supplement any core curriculum, or it can be used independently.

The 15 stories in the text portray diverse characters in interesting, often familiar, and sometimes challenging situations. Students are introduced to Mei, who volunteers in her daughter's classroom. They meet Max, who is upset by a bully at school. Readers also get to know Tamika and her son Jamal, who have a difference of opinion at a shoe store; Willie, who is too sick to go to school; and several others.

Because the stories highlight relevant topics, they motivate students to develop reading fluency while becoming more familiar with school-related issues. The lessons then provide various exercises to check comprehension, expand vocabulary, and strengthen listening, speaking, and writing skills. Each lesson also includes activities and prompts to foster critical thinking, problem solving, and sharing of ideas to help parents analyze and understand school culture and their child's school life.

The audio recording provides a reading of each

story, the dialogs for each lesson, and prompts for all listening activities. It also includes prompts for workbook listening activities.

Lesson themes in *From Home to School 1* parallel those in *From Home to School 2*, although the specific topics for each theme are different at each level. For example, the health-themed lesson in level 1 deals with a routine vision screening, while the same lesson in level 2 deals with head lice. These parallel themes provide smooth continuity for students moving from one level to the next. Or both levels can be used simultaneously in a multi-level group, allowing students to work at their own proficiency levels but share information and ideas about related topics.

Using *From Home to School 1*

The lessons in *From Home to School 1* are not designed to be sequential, so the stories can be taught in any order.

The notes for each lesson have two sections, Preview and Exercises. Preview lists the main themes of each story. It also suggests warm-up activities, focusing on key concepts and vocabulary needed to understand the story. Preview activities let students draw on prior experiences and share ideas or knowledge about issues in the story.

The Exercises section suggests ways to prepare for, carry out, and expand on the exercises that follow the stories. The lesson notes may not refer to every activity, particularly those that are very easy to follow. Where appropriate, however, the notes suggest ways to expand activities or extend them to other contexts.

Each story opens with two pre-reading questions and an illustration, with another illustration on the second page of the story. These provide effective tools for introducing a story. You can begin with either the questions or the illustrations.

In warm-up or preview activities, the illustrations can help create interest in the story, provide a starting point for discussion, and help introduce

new vocabulary. Have students look at the illustrations, particularly the one that precedes the story. Encourage students to describe what they see, or prompt them with questions (e.g., "*What do you see? Where are these people? What is he/she doing? Is he happy? Why or why not?*"). If possible, have students use the illustration to guess what the story is about or to predict the story's outcome. Keep in mind that students' responses may vary at this level. Some students may express themselves very fluently, while others may be limited to phrases or even single words.

Another effective way to introduce a story is with the two pre-reading questions. Using those questions to stimulate discussion, encourage students to share pertinent information about their lives at home and their children's experiences at school. The questions can form the basis for whole-class or small-group discussions on such topics as bedtime, extracurricular activities, and homework.

Various graphic organizers can provide effective tools for either preview or follow up. A KWL chart, for example, can be used to elicit and record what students already know about a topic or issue, what they want to know, and then, after completing a lesson, what they have learned from the reading and activities.

What I Already Know	What I Want to Know	What I Have Learned

An interview grid can stimulate discussion or help learners organize information about schools.

Student	Question 1	Question 2	Question 3
A	Answer	Answer	Answer
B	Answer	Answer	Answer

When discussing many school issues, it is helpful, whenever possible, to use real items that pertain to a given story. Collect or have students bring in various papers from school: health notices, cafeteria menus, conference schedules, report cards, memos from the office, and other documents related to lesson topics.

To present the stories, you can have students first listen to the audio recording one or more times to get a sense of the story line. Or you may prefer to have students initially follow the written text while listening to the recording. Pose a general comprehension question to focus students' listening (and reading). On repetitions of the story, you may want to add other, more specific questions.

A Check Yes or No exercise to check comprehension follows each story. If an answer is no, have students provide a correct statement. These activities can be done orally or in writing. As a follow-up, have students retell the story in their own words, either individually or in groups. You can also write down what students say, creating another version of the story for additional reading practice.

Vocabulary exercises, which follow the comprehension checks in each lesson, help students reinforce their understanding of words from the story and expand their vocabulary with related words. These exercises require students to fill in the correct word in a sentence or a cloze story; match the meanings of sentences; categorize words according to themes in the story; match parts of sentences; unscramble sentences to form correct ones; and use context clues to fill in the correct word from the main story. Encourage students to master the words in the exercises: They might explain the vocabulary in their own words, and then use it to create new sentences about their own experiences. In categorizing exercises, have students brainstorm additional words for the given categories.

Some lessons contain sequencing activities that check general comprehension as well as help students analyze and think critically about a story line or theme. In many lessons, there is an exercise that requires students to analyze and evaluate choices in food, student activities, family rules, or similar items related to the topic of the story. Other exercises focus on identifying what is appropriate to say in specified situations.

Each lesson contains a dialog based on the story, which can be heard on the audio recording. The dialog models what might be said in an effective conversation about a specific subject. Have students listen before reading the dialog. Play the

recording several times if necessary. Check comprehension and discuss content. Then play the recording again; stop after each line and have students repeat what was said. This activity prepares students to act out the dialog themselves and provides useful pronunciation modeling and practice. Students can then practice with partners, creating role plays featuring parents, teachers, and other school personnel. Encourage them to create new conversations on related topics; for example, by replacing key words or phrases in the dialog. For additional support, these new conversations can be written on the board for students to copy and practice.

Each lesson has a listening or reading activity using language that students either hear in phone messages from a child's school or read in materials sent home from the school. These items are designed to increase understanding and let students practice appropriate responses to answering machine messages, letters, forms, and other school information. The prompts for the listening exercises are on the audio recordings. Student book listening activities include a printed version of the listening prompt. Students can read along as they listen to the audio, cover the text and just listen to the audio, or use the text instead of the audio. The printed prompts also provide a way for students to check their responses.

Other activities give students an opportunity to fill out forms, create lists, correctly identify pictures, and answer questions about school-related documents, such as a medical brochure, a homework schedule, or a spelling test.

Many lessons include Problem Solving activities, intended to focus attention on various difficult situations a parent may encounter (e.g., how to get a child up in the morning or how to help a child feel more comfortable in a new school). These are particularly effective when students work in small groups. Delegate responsibilities to a group leader, recorder, and reporter. In whole-class follow-up sessions, have students compare and discuss suggestions as a way to expand their perspective and find new solutions to particular dilemmas.

Answer the Questions activities on the last page of many lessons may be answered individually if

you prefer, but are most effective when they stimulate discussion between students. Encourage students to go beyond simple short answers and to explain or give details. Point out ways in which they can follow up on a partner's answer with questions of their own.

The topics in Discuss with a Partner can be used to stimulate whole-class or small-group discussion. Select topics that relate to themes students are working on in other class activities, or allow students to select topics that they are most interested in.

The topics can also stimulate written response. Write down what students say if they are not yet ready to write independently. Remember that students at this level may respond to a writing topic with only a few sentences or even a few words or phrases.

From Home to School 1 Workbook

The workbook that accompanies *From Home to School 1* is designed for the needs of low-beginning-level English language learners but may also provide useful practice for native speakers. The workbook provides focused opportunity to practice specific language points from the corresponding student book lesson. Its purpose is to strengthen a student's abilities in listening, speaking, reading, and writing, with an emphasis on language for typical interactions between parents, children, and school personnel. For each lesson, workbook activities include grammar, vocabulary, focused listening exercises, spelling, and pronunciation practice.

Each lesson highlights selected grammar structures from the story. Exercises provide practice with short answers, tag questions, correct verb usage, writing questions, using comparative adjectives, and the like.

Vocabulary-building activities include matching words with pictures, identifying words from the story, and matching sentences that mean the same.

Listening exercises, either word- or picture-based, are included in each lesson. These exercises include using oral cues to identify pictures; developing listening discrimination skills; and listening

and transcribing information such as times, prices, and the spelling of words. Prompts for these exercises are on the audio recording and are also available at the end of the workbook. An answer key is provided as well. Teachers should note that some workbook exercise items can have more than one correct answer, although only the most commonly used phrasing is given in the Answer Key.

In addition, the workbook offers pronunciation practice, with exercises focusing on particular vowel and consonant sounds as well as stressed syllables. It also has activities in phonics, spelling, and punctuation.

All these exercises can provide effective practice for students working alone, in pairs, in small groups, or as a whole class.

Lesson Notes

Lesson 1: Don't Miss the Bus

Preview

This story addresses themes of daily routine, getting up in the morning, school transportation, and almost missing the school bus.

Discuss what time students' children generally wake up. Ask if children use an alarm clock, rely on parents, or get up independently.

Ask students to describe their children's daily routine, particularly focusing on what they do in the morning before leaving for school. Discuss the amount of time children need to get ready. Provide vocabulary as needed.

Discuss how children get to school. If they take the bus, ask how far the bus stop is from home. Find out if the bus driver sometimes waits for children and what happens when a child misses the bus.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *tired, sleep, miss, school bus, minutes, combs, backpack, corner, move, lucky*).

Exercises (pages 6–9)

Complete the Story After students complete the cloze story, ask questions to check comprehension. Encourage students to write or tell a story about someone getting up in the morning. Students may use the story in this activity as a model.

Late Again After students listen to the dialog, ask questions to check comprehension. Role plays can create typical exchanges between a parent and a child getting ready for school in the morning.

A Message from the Principal After students listen to the message and complete the exercise, ask questions to check comprehension. Extend the activity by asking questions (e.g., "*Why is this a serious problem? How would you react if you were Marc's parent? Have you ever had this problem? How did you solve it?*"). Students can role-play a telephone conversation on various topics between a parent and a school principal.

Discuss with a Partner In Topic 3, elicit discussion about whether or not it is a parent's responsibility to get a child up and ready for school on time. If possible, have students take positions on the topic and debate. Encourage them to look at the question from the perspective of different people (a parent, a teacher, a child, etc.).

Lesson 2: An Eye Exam

Preview

This story addresses themes of health, routine examinations at school, and parent notification.

Discuss symptoms that could indicate a vision problem. Encourage students to talk about their own experience with having their eyes tested. Ask questions to elicit details of students' experience (e.g., "*Where did the test occur? How was the test performed? What did the test show?*").

Examine the role of a nurse or health aide at school. Ask students to share information they have received about health screenings or related announcements at school. Elicit and practice appropriate responses to these notices.

Review ordinal numbers if necessary. For ESL learners, introduce or review other key vocabulary as needed (e.g., *nurse, exams, turn, chart, line, board, copy, wrong, headache, worry*). Also, review *below, left, and right* as they are used in the story.

Exercises (pages 12–15)

Complete the Sentences Have students create new sentences, using the exercise sentences as models (e.g., "Please cover your right eye and read. Please cover your left eye. Please open your right eye.").

Matching After students match each sentence, discuss when or where a person might use these expressions.

Parents Talking After students listen to the dialog, ask questions to check comprehension (e.g., "*Who is the letter from? What does it say? Does*").

their daughter need glasses? What do the parents need to do?"). Extend this activity by having students suggest how to find a vision care professional.

Family Eye Care Check general understanding of the information in this advertisement. After students complete and check the exercise, have them compare three or four advertisements from the local yellow pages. Ask students which place they would consider going for an eye exam and why.

Lesson 3: A New Girl at School

Preview

This story addresses themes of the first day at a new school, introductions, language problems, and making friends.

Elicit names of countries represented by the students in class, either native countries or ancestral ones, and the names of languages spoken. On a map, identify these countries as well as the country mentioned in the story.

Encourage students to discuss their memories of being a new student or experiences their children may have had, particularly if it involved instruction in a new language. Discuss ways to prepare children for different kinds of transitions. Review words for emotions, especially those that children sometimes feel at school.

Talk about ways that children make friends with each other. Encourage students to share a memory of a playmate from elementary school.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *enters, welcome, shy, understand, empty, worry, came, easy, smiles, better*).

Exercises (pages 18–21)

Complete the Story After students complete the cloze story, ask questions to check comprehension. Encourage students to recall an instance when either they or their child misunderstood some direction given at school.

Check the Feelings After completing the activity, have students say or circle the words that describe

positive feelings. Encourage students to recount a time when they felt one of the emotions listed.

Meeting the Teacher After students listen to the dialog, ask questions to check comprehension. Encourage students to role-play another exchange between a teacher and the parent of a new student.

Personal Information Form Expand this activity by using a student information form from a local school. Assist students in writing more challenging personal information.

Make a List After listing items, encourage students to explain their reasons why an item is or is not good to bring to school.

Discuss with a Partner In Topic 2, elicit students' experiences with language learning, as children or as adults. Discuss the challenges of language learning at different ages. Ask, "*What are the advantages or disadvantages of learning a language (or any new skill) as an adult? What kinds of things are easier for children to adjust to?*"

Lesson 4: Breakfast at School

Preview

This story addresses themes of getting ready for school, breakfast food, transportation, time management, and school breakfast programs.

Review or teach names of the food items referred to in the story and other common breakfast foods. Elicit or teach names of containers or quantities that are associated with the way these foods are usually bought or served.

Discuss the reasons for eating regular meals, and the importance of breakfast in particular.

Have students share information about what meals and what kinds of foods are available at their children's schools. Provide or have students bring in menus for breakfast and/or lunch from various schools (often available from school Web sites).

For ESL learners, introduce or review other key vocabulary as needed (e.g., *ready, catch, bowl, piece, program, hungry, healthy, cafeteria, bell, container*).

Exercises (pages 24–27)

Underline the Word from the Story Have students write new sentences using the words in parentheses. Encourage them to write or tell a story beginning with sentence 1: "It's early in the morning . . ."

What's for Breakfast? Expand this activity by using a school menu from a local school. Have students substitute actual breakfast or lunch information from that menu in creating new dialogs. Encourage students to express whether they like or dislike various items on the school menu.

This Week's Breakfast Menu Discuss the nutritional value in each selection. Ask students which selection their child would or would not eat.

Lesson 5: Read More at Home

Preview

This story addresses themes of parent-teacher conferences, student evaluation, the importance of reading, and study habits at home.

Elicit information regarding parent-teacher conferences at various schools. Ask what time of year and what time of day conferences generally take place. Discuss whether one or both parents should attend conferences and why. Ask if the services of a translator are available. List reasons why some parents cannot or do not attend conferences.

Elicit and discuss common concerns parents have about their children in school. Also discuss issues that a teacher may raise about a child's performance or behavior.

Ask students what their children like to do in their free time. Discuss methods of redirecting children to practicing skills that improve school-work.

Bring in a flyer or other information about the public library in your community. Discuss its location and hours. Review names for types of books that can be found there.

For ESL learners, introduce or review key vocabulary as needed (e.g., *conference, smile, proud, behind, worried, explains, library, check out*).

Exercises (pages 30–33)

What Is the Category? Identify the duties of various school personnel. Have students discuss instances when a person feels the emotions listed. Have students mention school subjects that are challenging for themselves or their children.

Check the Books Gather and bring in examples of books from different categories. Have students help identify the type of book (children's, mystery, biography, science, etc.) and where it might be found in the library.

Checking Out Books Encourage students to create new dialogs based on the rules their public library has about obtaining a library card, whether or not books can be borrowed immediately, and when books need to be returned.

Discuss with a Partner In Topic 3, encourage students to bring in a favorite children's book to share with the class. Have students discuss the theme and characters of the book they brought. If possible, have a student read a passage aloud. Encourage other students to ask the reader questions.

Lesson 6: A Classroom Volunteer

Preview

This story addresses themes of volunteering in a classroom, duties of a parent volunteer, practicing addition, and the benefits of being a classroom volunteer.

Discuss the kinds of responsibilities that a volunteer might have in different grade levels. Ask students who have acted as volunteers to share their experiences. Ask what their duties were, if they worked directly with children, and if they enjoyed what they did. Have volunteers explain how their work was beneficial.

Review some basic arithmetic terms, such as *addition* and *subtraction*. Use flashcards, if possible, to demonstrate the numerical representation of spoken language in an addition problem (e.g., five plus two equals seven). Have students practice several examples.

Review days of the week and time vocabulary if necessary. Calculate intervals of time for additional practice.

For ESL learners, introduce or review key vocabulary as needed (e.g., *grade, volunteer, raises, groups, learn, addition, flashcards, corrects, announcements, proud, spend time*).

Exercises (pages 36–39)

Unscramble the Sentences After students unscramble the sentences, demonstrate how the words in sentence 1 can also form a question. Point out the needed changes in capitalization and punctuation.

Helping in Class Encourage students to create new dialogs based on activities they might do in their child's class. Review various tasks such as passing out papers, making copies, hanging up artwork on a bulletin board, cutting out letters or numbers, or cleaning up.

Who Needs Help? Have students describe exactly what each child is doing. Ask how they know that a child needs or doesn't need help.

Make a List Ask students to explain why they like or dislike a certain classroom activity. Discuss experiences that they had with specific jobs and how they felt at the time. For example: "I didn't like going to the office and making copies for the teacher. It was a boring job. I prefer to work with the children in the classroom when I volunteer."

Discuss with a Partner In Topic 2, encourage students to contact local schools and ask about volunteer opportunities both in class and in other settings. Have them share and discuss ideas they get from the schools.

Lesson 7: Tests Next Week

Preview

This story addresses themes of school testing, parent notification, and preparation for testing.

Have students share information about what kinds of notices their children bring home from school. If possible, collect or have students bring in various notices to use as examples.

Discuss standardized tests that are routinely given at school. Elicit information about the names of these tests, the grades in which they are given, the time of year tests are usually taken, the number of days students are tested, the subjects that are covered, reports of test results, etc. Students can create a chart presenting this information, as a guide for further discussion and as a reference to what their children will face.

Encourage students to share their views on the effectiveness of standardized tests and whether or not these tests always show what students know.

Discuss measures that parents can take to prepare their children for testing. Bring up issues of food, particularly breakfast, and amounts of sleep that children should have. Talk about consequences of being hungry or tired during testing.

Introduce or review vocabulary for school subjects (reading, math, language arts, science, etc.) if necessary.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *backpack, piece of paper, note, check, suggests, early, breakfast, important, hungry, arrive*).

Exercises (pages 42–45)

Complete the Sentences Have students use the exercise sentences as models to make new sentences for extra vocabulary practice (e.g., "The teacher suggests that you eat a good breakfast. The teacher suggests that you arrive at school on time.").

Matching It may be necessary to review some grammar and basic sentence structure to help students complete the exercise. Have them follow up by creating new sentences using each beginning phrase.

Check the Papers Have students share examples of specific documents and notices within these categories (e.g., "My daughter brought home a permission slip for a class field trip to the zoo."). Elicit reactions to different notices (e.g., "I was concerned when I got the notice about chicken pox going around the second grade class.").

Rest before the Test Create new dialogs between a parent and an uncooperative child. Ask, "What

do parents do with a child who is unwilling to go to bed?" Discuss how a parent can explain the importance of testing.

Discuss with a Partner In Topic 2, encourage students to share a time when they were surprised by a child's test results. Ask, "*Did you think the test was fair? What did you do?*"

Lesson 8: Sign Up for Soccer

Preview

This story addresses themes of a child's request to participate in after-school activities, playing soccer, engaging in activities with peers, parental uncertainty, and fact-finding.

Elicit information regarding youth sports and opportunities to participate at local recreation centers or through community organizations. Ask students about their child's participation in a sport or other activity: "*What do they play or do? Where do these activities take place? How often does the child participate? What is the cost? How are parents involved?*"

Have students share concerns they have had about involvement in extracurricular activities. Discuss possible concerns about money, time, transportation, risk of injury, supervision, etc.

Ask students whether or not they know the parents of their children's friends. Ask if there have been occasions when it was necessary to call them, and if so, why. Elicit reasons to make contact either in person or on the telephone. Ask students who have had such contacts to describe the conversations.

Brainstorm ways to give hesitant or ambiguous answers to questions (e.g., "we'll see" or "possibly"). Discuss why these answers are sometimes easier than more definite yes or no responses.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *sign up, soccer, youth center, football, uniforms, information, practice, games*).

Exercises (pages 48–51)

Complete the Story After students complete the story, have them compare common youth sports

such as soccer and basketball. Ask, "*How is each game played? Which game is more enjoyable to play or watch?*"

Check the Sports Discuss the activities listed and explain any that are unclear. Bring in pictures of the sports if possible. Have students express their opinions on various activities. Discuss which ones are the most expensive to participate in and why, which provides the most exercise, which is the most dangerous, the most fun, the most popular.

Calling a Parent for Information Have students create dialogs or role plays about other reasons to contact another parent outside of school, such as a class trip or an upcoming meeting at the school.

Discuss with a Partner In Topic 2, discuss the benefits of allowing children to do what their friends are doing. Elicit instances when and why students didn't allow their child to participate in something.

Lesson 9: Fighting at School

Preview

This story addresses themes of bullying or harassment, fighting at school, emotions, parental concern, and reporting a problem to the school principal.

Ask students how they know when something is bothering their child. Discuss signs such as a loss of appetite or being more emotional.

Bring in a sample school handbook and review the section about school rules. Discuss policies about harassment or violence at school. Discuss other school rules and rank them in order of seriousness. This discussion may be started as a preview activity, then continued and expanded after reading the story and completing at least some of the lesson activities.

Discuss an event that involved a conflict between a student's child and another child. Encourage students to recall what happened and how the conflict was resolved.

Review titles of school personnel if necessary. Ask which person a parent should contact to report

a case of harassment or a similar problem. Discuss appropriate ways of reporting problems, such as through face-to-face meetings, telephone calls, or letters.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *dirty, torn, cry, afraid, surprised, upset, hit, kick, fight, hug, trouble, rules*).

Exercises (pages 54–57)

Matching After students match the sentences, encourage them to create new pairs of sentences with similar meanings that might get used in dealing with the topic of this lesson (e.g., “What’s the problem?” and “What’s bothering you?”).

Reporting a Problem Create new dialogs based on other infractions of school rules. Review a school handbook for ideas or draw on experiences of students and their children.

School Rules Expand this activity by having students write rules that their children need to follow at home.

Discuss with a Partner In Topic 3, encourage students to discuss problems their children have had with other children at school.

Lesson 10: Too Tired for Homework

Preview

This story addresses themes of time management, homework, playing, and parental control.

Have students discuss various ways in which their children avoid doing homework. Encourage students to share ways that they procrastinate when they don’t want to do something.

Ask students how much homework their children have and how it is managed at home. Ask, “*Is there a certain time of day that homework needs to be done? When is it? How do you make sure that homework is being done? What happens if it isn’t completed?*”

Discuss the issue of allowing children some time after school to rest or play before doing homework. Ask how much free time is suitable before having children start on their homework.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *homework, later, mirror, faces, angry, wasting, tired, toys*).

Exercises (pages 60–63)

Complete the Sentences Have students use the exercise sentences as models to make new sentences for extra vocabulary practice. Encourage students to write about their own experience.

Check the Activities Encourage students to give specific examples of the TV programs, toys, reading material, sports, and music their children enjoy. Ask why the children enjoy these or other activities listed.

Homework Comes First Have students create new dialogs in which parents respond to children who want to do something besides homework. Discuss what comes first in their families: homework or other family obligations.

This Week’s Homework Have parents bring in a child’s homework schedule and share it with the class. Discuss whether the amount of homework seems reasonable.

Discuss with a Partner In Topic 1, discuss methods of solving homework problems when you are unable to assist your child. Ask students if they ever had this experience and what they did. If appropriate, bring in information about local or on-line homework assistance services.

Lesson 11: Listen and Follow Directions

Preview

This story addresses themes of paying attention in class, following directions, test-taking, daydreaming, and receiving a warning from the teacher.

Discuss the subject of spelling tests and how often they are given. Ask how many words are typically on a test. Discuss ways of helping a child prepare for a spelling test.

Discuss the issue of children not listening or paying attention. Have students give examples of occasions when their children don’t pay attention, either in school or at home. Ask students whether

or not they need to repeat instructions to their children over and over at home. Ask what students or their children can be distracted by.

Have students recall what they liked to do during recess when they were young. Ask them what their children generally do during recess.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *spelling, listen, directions, number, recess, wait, ready, sorry*).

Exercises (pages 66–69)

Underline the Word from the Story Have students make new sentences, using the exercise sentences as models. Encourage students to write about something from their own experience, such as an incident during a test or a warning from a teacher.

Who Says That? List other contexts for the expressions. Ask students when their child might say, “I am not ready,” (e.g., “My daughter says ‘I am not ready’ when I tell her that she needs to leave for school.”).

Spelling Practice at Home Have students create new dialogs using the spelling of other vocabulary from the story. Practice expressions that are appropriate when a child spells a word incorrectly (e.g., “Let’s try that one again.”).

Discuss with a Partner In Topic 2, encourage students to share effective ways of getting their children ready for tests. Compile a list and have students write good ideas in a notebook or create a poster.

Lesson 12: It’s Bedtime

Preview

This story addresses themes of bedtime, the amount of sleep children need, resistance to going to bed, family rules, and bedtime on a non-school night.

Discuss the issue of bedtime and whether or not students make their children go to bed at specific times. Discuss what students think are appropriate bedtimes and adequate amounts of sleep for children of different ages. Ask whether bedtimes vary, depending upon the ages of their children.

Encourage students to talk about their child’s routine before bedtime at home. Ask, “*How long does the process of taking a bath, putting on pajamas, brushing teeth, reading a story, etc., take? In what ways do particularly young children stall these proceedings? Why don’t some children want to go to bed?*”

Ask parents about privileges an older child has that a younger one doesn’t.

Discuss how bedtime routines may vary on the weekends. Ask, “*How much later are children permitted to stay up?*” Discuss other rules that students may have at home for their children (e.g., No candy before dinner. No television before homework is completed. No playing outside before the bedroom is clean.). If students created a list of rules at home in Lesson 9, refer back to that list. Encourage students to compare and discuss their rules.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *bedtime, hours, pajamas, brush, teeth, sleepy, stay up, later, rule, rest, tired, smiles*).

Exercises (pages 72–75)

Complete the Story Have students create a story about their own child, using the cloze story as a model.

Check the Rules Encourage students to describe the rules they have for specific things on the list (e.g., for *telephone*: “My child is not allowed to talk on the telephone for more than twenty minutes. My child is not allowed to call anyone after 9:00. My child is not allowed to talk on the telephone before finishing her homework.”).

Time for Bed Have students create new dialogs in which parents enforce home rules. Alternatively, encourage them to create dialogs in which parents relax a rule a little bit. For example, the parent might give in and allow the child to stay up a little later.

Does Your Child Need More Sleep? Discuss other health issues (e.g., diet and exercise) and how children and adults should address those issues. If possible, bring in health brochures on various topics from a doctor’s office and discuss the contents.

Discuss with a Partner In Topic 3, discuss ways to provide a relaxing environment for a child getting ready to go to bed.

Lesson 13: Expensive Shoes

Preview

This story addresses themes of shopping for shoes, comparing prices, looking for bargains, children wanting what is popular, and arguing about expenditures.

Have students share experiences about shopping for shoes and clothes with their children. Ask them why this is often difficult. Encourage students to share how conflicts about what to buy are resolved.

Discuss different styles of shoes that are popular among children in primary or secondary school. Ask students, *"What do these shoes look like? Do they have a special brand name? Are there other shoes that look similar?"*

Discuss budgeting for clothes and shoes. Ask, *"What is the maximum amount of money you would spend on a pair of athletic shoes for your child? How often do you need to buy new ones? Do you buy new ones because they are worn out, because they are too small, or because your child wants something more stylish?"*

Have students share how peers at school sometimes influence their children, in clothing or other possessions and in other types of behavior. Ask, *"What other things do your children see that they also want to have?"*

Discuss different ways that children react when they are disappointed about something. Introduce new vocabulary as needed (e.g., *sulk, pout*). Ask, *"Does your child jump up and down? Cry? Argue? Does your child always respect your final decisions when you refuse to buy something?"*

For ESL learners, introduce or review other key vocabulary as needed (e.g., *shopping center, price tags, points, expensive, shakes, on sale, cheaper, spend, growing*).

Exercises (pages 78–81)

What Is the Category? Expand each category by adding more words to the lists. Encourage students to use the words to create new sentences.

An Argument in the Shoe Store Encourage students to create new dialogs based upon experiences they have had shopping with their children. Some students may want to role-play an instance when their child talked them into buying something.

Come to Shoe Palace! After listening to the audio and completing the activity, discuss other ways that shoes are advertised. Bring in or have students bring in ads from newspapers and magazines. Discuss radio and TV ads. Ask students about regular prices, sale prices, store hours, location, etc.

Discuss with a Partner In Topic 2, have students recall something that a child really wanted and the reasons why. Ask how they dealt with the situation.

Lesson 14: Crossing the Street

Preview

This story addresses themes of transportation, walking to school, using caution, reading signs, obeying rules, and getting to school safely.

Review methods of transportation and ask students how their children get to school. For students whose children walk to school, ask what major streets they need to cross. Elicit information about which streets have traffic lights, stop signs, crosswalks, or crossing guards.

Review and discuss the meaning of various traffic signs. Have students describe their shapes and colors and tell what the signs say. Students may want to create a poster or brochure of traffic signs that can be shared with their children.

Have students discuss whether or not their children pay attention to or understand various signs. Ask students how they remind their children to use caution when crossing streets.

For ESL learners, introduce or review other key vocabulary as needed (e.g., *cross, waits, corner, traffic lights, signs, busy, crosswalk, painted, between, crossing guard, whistle, safely*).

Exercises (pages 84–87)

Complete the Sentences Encourage students to create new sentences, using the exercise sentences as models (e.g., “Maddy lives in an apartment. My cousin lives in an apartment. My girlfriend lives in an apartment.”).

Conversation at the Corner Have students create new dialogs in which they caution someone who could be taking a risk or doing something dangerous. This conversation could take place at a crosswalk, traffic light, or intersection; at a workplace, or even in the home.

Make a List Using an example from the list of dangerous ways, ask students to explain what could happen to a child who went to school that way.

Discuss with a Partner In Topic 2, have students tell or write their opinions of the safety of the streets in their community. Encourage them to consider some of the hazards and what can be done to improve things for pedestrians.

Lesson 15: Absent from School

Preview

This story addresses themes of sickness, reporting an absence from school, giving a child’s full name over the phone, missing work, and parental responsibility.

Review common childhood illnesses. Discuss what an *excused absence* is and what are legitimate reasons for missing school.

Ask students what occurs when parents work and a child is sick. Discuss how employers react when calls are made about missing work because of a sick child.

Discuss ways to treat children who are sick with a cold or the flu. Ask students what they do to

take care of a sick child and how they can tell whether or not a child needs to see a doctor.

Have students describe the procedure at their child’s school for reporting an absence. Ask, “*Are calls supposed to be made to the school office? Is a written note expected when a child returns to school?*”

For ESL learners, introduce or review other key vocabulary as needed (e.g., *fever, rest, calls, attendance clerk, absent, full name, grade, stay home, explains, better, still, take care*).

Exercises (pages 90–93)

What Is the Category? Have students expand each category by adding more words to each list. Encourage them to use the words to create new sentences. Have students show their understanding by explaining what the symptoms are for each health problem and what the jobs of the people at school involve.

My Son Is Sick Have students create new dialogs reporting other reasons why a child is absent. Encourage students to use their child’s name and grade level for practice. Have them add other details needed if they call the child’s school, such as the child’s room number or the teacher’s name.

A Message from the School Have students share reactions to this message. Ask, “*What is the first thing this parent needs to do?*” Have students practice returning this phone call to the attendance clerk.

Discuss with a Partner In Topic 1, have students talk or write about an occasion when a child was absent for a reason other than illness. Have students evaluate whether it is a good reason to miss school. Ask how they explained the reason to the school office.

From Home to School 1

Stories and Activities for Parents

Ann Gtanola

From Home to School is an engaging series geared to parents of school-age children and serves as an excellent supplement to any Family Literacy, Adult Basic Education, or ESL program.

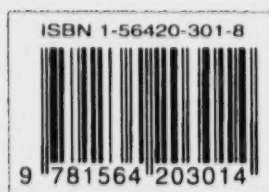
Fifteen motivating stories in each student book are set against the backdrop of school culture and serve as the foundation for lesson material. Underlying lesson themes are the same at each level, allowing great flexibility for the multilevel classroom.

From Home to School helps adult learners develop reading fluency and invites meaningful interaction related to common concerns parents have about school-related issues. Activities based on each story help parents gain a deeper understanding of these issues and provide them with tools for making decisions that will nurture their children's development.

Students meet a diverse group of characters, such as Mei Yong, who volunteers in her daughter's classroom, Emily, who oversleeps and almost misses the school bus, and Pedro, who needs more reading practice at home. Each story portrays characters in situations that are sometimes entertaining, sometimes challenging, but always familiar to parents.

From Home to School includes:

- ♦ theme-based activities following each story that check comprehension, encourage critical thinking and problem-solving, extend vocabulary, and strengthen listening, speaking, and writing skills
- ♦ a strong audio component with a reading of each story, dialogs for each lesson, and prompts for all listening activities
- ♦ a workbook of activities to strengthen listening, speaking, reading, and writing skills—specially designed for, but not limited to, English language learners.



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From Home to School 1

Stories and Activities for Parents

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Ann Gianola



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San Diego, California

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Lesson 1

1. What time does your child get up in the morning?
2. How long does it take your child to get ready for school?

Don't Miss the Bus



Emily feels tired this morning. She doesn't want to get up. She wants to sleep. But Emily's father says, "Get up, Emily! You don't want to miss the school bus!"

"I'm up, I'm up," says Emily. She looks at the clock. It is 6:45. Her bus comes at 7:15. Emily has only 30 minutes to get ready and go to the bus stop. Emily gets dressed. Then she eats breakfast. Emily quickly brushes her teeth and combs her hair. She picks up her backpack and leaves the house.

At 7:15 Emily is running to the bus stop. She sees the yellow bus stopped at the corner. The door is closed.

The bus begins to move.
 "Wait!" yells Emily. "Don't leave!
 I'm coming!"

The bus driver stops and opens
 the door. "You're lucky today,"
 says the bus driver. "I saw you
 coming. Don't be late again, Emily! You almost missed
 the bus."



Check Yes or No

Yes No

☒ ☐

1. Emily is tired this morning.

☐ ☐

2. Emily wants to get up.

☐ ☐

3. Emily's mother says, "Get up, Emily!"

☐ ☐

4. Emily looks at a watch.

☐ ☐

5. Emily's bus comes at 7:00.

☐ ☐

6. Emily has only 30 minutes to get ready.

☐ ☐

7. Emily brushes her teeth and combs her hair.

☐ ☐

8. At 7:15 Emily is walking to the bus stop.

☐ ☐

9. The yellow bus is stopped at the corner.

☐ ☐

10. The door is closed.

☐ ☐

11. The bus driver sees Emily coming.

☐ ☐

12. Emily misses the bus.

Complete the Story

bus
clock

corner
driver

minutes
✓ school

teeth
tired

John is sleeping. He doesn't want to get up for school₁.

"Get up!" says John's mother. "You don't want to miss the school !"₂

John feels very ₃. He wants to go back to sleep. A few minutes later John's mother returns. John is still in bed. "John!" she says. "Look at the !"₄ It's seven o'clock. You need to get up now. Your bus comes at seven fifteen!"

John has only 15 ₅ to get ready. He gets dressed. He eats a piece of toast. He doesn't brush his ₆ or comb his hair.

John runs to the bus stop. He sees the bus on the ₇. "Wait!" says John. But the bus ₈ doesn't hear him. John misses the bus.

What Happened First?

Remember the story. Then put these events in order.

- ___ Emily gets dressed.
- ___ Emily sees the yellow bus.
- ___ The bus driver opens the door.
- ___ Emily picks up her backpack and leaves the house.
- 1 Emily doesn't want to get up.
- ___ The bus begins to move.
- ___ Emily's father says, "Get up!"

Late Again

Practice the dialog with a partner.

Get up!

I'm up. I'm up.

You're not up. You're still in bed.

Now I'm up.

You need to get ready for school.

What time is it?

It's six forty-five. Your bus comes in thirty minutes.

Oh, no! I'm late again.



A Message from the Principal

Listen to this message on the answering machine.

Hello, Mr. and Mrs. Mandel. This is Glen Ancheta, the principal of Foster Elementary School. I'm calling about your son, Marc. He missed the bus to school yesterday and today. We need to talk. Please call me at my office. My telephone number is 555-8794, extension 366. Thanks.

Remember the message. Then complete each sentence.

1. The principal's last name is Ancheta.

Mandel

Ancheta

2. He is principal of _____ Elementary School.

Foster

Forester

3. Mr. and Mrs. Mandel's son is named _____.

Marc

Glen

4. The principal wants Marc's parents to call him

_____.

at home

at the office

5. The principal's telephone number is _____.

555-9847

555-8794

Problem Solving

Your child doesn't want to get up in the morning. He or she is always late and sometimes misses the bus. Put a check next to the good ideas. Write other good ideas on the lines below.

- ___ 1. I can get my child an alarm clock.
- ___ 2. I can shout, "Get up!" again and again.
- ___ 3. I can tell my child to go to bed earlier.
- ___ 4. I can take my child to school later.
- ___ 5. I can get angry with my child.
- ___ 6. I can get a rooster.
- ___ 7. I can reward my child for getting up on time.
- ✓ ___ 8. I can _____.
- ✓ ___ 9. I can _____.

Discuss with a Partner

1. Describe your child's regular morning routine.
2. Does your child take the bus to school? What other ways do children get to school?
3. Do parents need to make sure that children get up and arrive at school on time? Why or why not?

Lesson 2

1. Does your child have eye exams at school?
2. Does your child wear or need glasses?

An Eye Exam



The school nurse is doing eye exams this week. Layla is standing in the nurse's office. It is her turn now. The nurse is pointing to the chart. She tells Layla to cover her left eye and read the lines. The first two lines are easy to read. The letters are big. But the third line is difficult. Layla slowly reads, "E, D, F, C, Z, P." The letters are too small after the third line.

Then Layla covers her right eye. She reads two lines and stops. "Sorry," says Layla. "I can't see below the second line."

"That's OK," says the nurse. "Can you see the board in the classroom?"

"I can't see it very well," answers Layla. "And sometimes I copy things wrong. My eyes feel tired and I get a headache."

The nurse says, "Don't worry, Layla. I'm going to send a letter to your parents. They can take you to an eye doctor."



Check Yes or No

Yes No

- | | | |
|-----|-----|---|
| ___ | ___ | 1. The school nurse is doing ear exams. |
| ___ | ___ | 2. Layla is standing in the nurse's office. |
| ___ | ___ | 3. The nurse tells Layla to cover her left eye. |
| ___ | ___ | 4. The first two lines are difficult to read. |
| ___ | ___ | 5. The letters are big after the third line. |
| ___ | ___ | 6. Then Layla covers her right eye. |
| ___ | ___ | 7. Layla reads five lines and stops. |
| ___ | ___ | 8. Layla can't read the fourth line. |
| ___ | ___ | 9. Layla sees the board very well. |
| ___ | ___ | 10. Sometimes Layla copies things wrong. |
| ___ | ___ | 11. Layla gets headaches. |
| ___ | ___ | 12. The nurse is sending a letter to Layla's parents. |

Complete the Sentences

below
chart

copy
✓ cover

headache
lines

office
parents

1. Please cover your right eye and read.
2. Can you see _____ the third line?
3. Her eyes feel tired and she gets a _____.
4. The first two _____ are easy to read.
5. Layla is standing in the nurse's _____.
6. The nurse is pointing to the _____.
7. Sometimes I _____ things wrong.
8. The nurse is going to send a letter to Layla's _____.

Matching

Match the sentences that mean the same.

- | | | |
|----------|------------------------------|-------------------------------|
| <u>c</u> | 1. I can't see it very well. | a. My head hurts. |
| _____ | 2. I copy things wrong. | b. It's time for her exam. |
| _____ | 3. I get a headache. | c. It isn't clear. |
| _____ | 4. Cover your eye. | d. I write words incorrectly. |
| _____ | 5. It is her turn now. | e. Put a hand over your eye. |

What Happened First?

Remember the story. Then put these events in order.

- ___ Layla covers her right eye.
- ___ Layla says that she gets headaches.
- ___ Layla slowly reads, "E, D, F, C, Z, P."
- ___ The nurse is going to send a letter to Layla's parents.
- 1 Layla is standing in the nurse's office.
- ___ Layla covers her left eye.
- ___ The nurse is pointing to the chart.

Parents Talking

Practice the dialog with a partner.

What's that?

It's a letter from the school nurse.

What does it say?

It says that our daughter had an eye exam at school. She needs to go to an eye doctor.

Do you think she needs glasses?

I don't know. Let's make an appointment for her.



Family Eye Care

Read this ad from the yellow pages.

**DOCTOR ROSE LUSKIN**
**VISION CARE FOR
ADULTS AND CHILDREN**
Monday-Thursday 9am-6pm • Friday 9am-5pm
1018 Grape Street
555-6813
Eye exams by appointment only



Remember the ad. Then complete each sentence.

1. The doctor's last name is _____.

Larkin

Luskin

2. Vision care at this office is for _____.

adults only

adults and children

3. Hours on Friday are _____.

from 8:00 to 4:00

from 9:00 to 5:00

4. Dr. Luskin's address is _____.

1180 Grape Street

1018 Grape Street

5. Dr. Luskin's telephone number is _____.

555-6843

555-6813

Answer the Questions

1. Where does your child have eye exams?
2. Do you have eye exams?
3. When do you have eye exams?
4. Is there an eye doctor in your neighborhood?
5. What is the name of an eye doctor in your community?
6. How much does an eye exam cost?
7. Does any person in your family wear glasses?
8. How much do glasses cost?
9. Can you see better out of one eye than the other?
10. Does your child have other health exams at school?

Discuss with a Partner

1. What are doctors called who give eye exams? Who else gives eye exams?
2. Where can you take your child for an eye exam?
How can you find a place that is near you?
3. Why is it important that your child see very well at school?

Lesson 3

1. Do some children feel shy on the first day of school?
2. Can everyone in your child's class speak English?

A New Girl at School



Today is Carmen's first day at a new school in the United States. Carmen is from Mexico. She is seven years old. She speaks only Spanish.

Carmen enters the class and sees many boys and girls. Everyone is speaking English. The teacher says, "We have a new student. Her name is Carmen Cruz. Welcome, Carmen!"

Everyone looks at Carmen. Carmen feels shy. The teacher tells Carmen to sit at the table next to Angela. Carmen doesn't understand the teacher. She doesn't sit down.

"*Aquí!*" says Angela. That means *here* in Spanish. Carmen walks over to the empty chair next to Angela. She sits down. Angela speaks Spanish too. She turns to Carmen and says, "Don't worry, I came from Mexico last year. English is easy."



Carmen smiles. She feels better. She can learn English like the other boys and girls. And she has a new friend.

Check Yes or No

Yes No

- | | | |
|-------|-------|--|
| _____ | _____ | 1. It is Carmen's first day at a new school. |
| _____ | _____ | 2. Carmen is from Puerto Rico. |
| _____ | _____ | 3. Carmen is eight years old. |
| _____ | _____ | 4. Carmen speaks Spanish and English. |
| _____ | _____ | 5. Everyone in the class is speaking English. |
| _____ | _____ | 6. Carmen feels tired. |
| _____ | _____ | 7. The teacher tells Carmen to sit next to Angela. |
| _____ | _____ | 8. Carmen understands the teacher. |
| _____ | _____ | 9. <i>Aquí</i> means <i>there</i> in Spanish. |
| _____ | _____ | 10. Carmen sits next to Angela. |
| _____ | _____ | 11. Angela came from Mexico last year. |
| _____ | _____ | 12. Carmen has a new friend. |

Complete the Story

chair
empty

friends
Japanese

only
shy

Welcome
years

Today is Akio's first day at a new school in the United States. Akio is from Japan. He is nine _____₁ old. He speaks _____₂ Japanese.

Akio enters the class. Everyone is speaking English. The teacher says, "We have a new student. His name is Akio Ito. _____₃, Akio!"

Everyone looks at Akio. He feels _____₄. The teacher tells Akio to sit next to Jason. Akio doesn't understand.

Jason stands up. He says, "Here!" He points to the _____₅ chair at his table. Now Akio understands. He walks over to the _____₆ and sits down.

Jason smiles at Akio. Jason doesn't speak _____₇, and Akio doesn't speak English. But they can be _____₈.

Check the Feelings

Put a check next to the feelings a child might have on the first day of school. Write other emotions below.

___ excited

___ nervous

___ thrilled

___ lonely

___ cheerful

___ scared

___ sad

___ confused

___ proud

Meeting the Teacher

Practice the dialog with a partner.

Hello. My name is Maria Cruz.
My daughter Carmen is a new student. She is in your class.

**It's very nice to meet you,
Mrs. Cruz.**

Carmen doesn't speak any English. Is that a problem?

No, it's not. We can help her.

She is also very nervous.

Don't worry. Your daughter is going to be fine.



Personal Information Form

Fill out Carmen's form.


ELEMENTARY SCHOOL

Last Name _____

First Name _____

Age _____

Native Country _____

Native Language _____

Make a List

List things for Carmen to bring to school on the first day.

- | | |
|--------------------|----------|
| 1. <u>backpack</u> | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

List things that children should not bring to school.

- | | |
|----------------|----------|
| 1. <u>toys</u> | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Problem Solving

Your child doesn't want to go to a new school. He or she feels nervous and scared. Put a check next to the good ideas. Write other ideas on the lines below.

- ___ 1. I can visit the school with my child.
- ___ 2. I can introduce my child to the teacher.
- ___ 3. I can ignore my child's feelings.
- ___ 4. I can tell my child that he or she is acting like a baby.
- ___ 5. I can wait until my child wants to go to school.
- ___ 6. I can ask the teacher to find a friend for my child.
- ✓ 7. I can _____.
- ✓ 8. I can _____.

Discuss with a Partner

- 1. Tell how you felt on your first day at a new school.
- 2. Is it easy for children to learn a new language? How long will it take for Carmen to learn English? How long does it take for an adult to learn a new language?
- 3. Are there any children from other countries in your child's class? Where are they from? What languages do they speak?

Lesson 4

1. What does your child usually eat for breakfast?
2. Is there a breakfast program at your child's school?

Breakfast at School



It's early in the morning, and Lamar is getting ready for school. He needs to leave the house early to catch the bus at 6:45. His father is in the kitchen. "Lamar," says his father. "Do you have time for a bowl of cereal or a piece of toast?"

"No," answers Lamar. "It's late. I don't have time. I'm going to eat at school."

Lamar's father is happy that there is a breakfast program at school. He doesn't want his son to be hungry. He knows that a good breakfast helps Lamar stay healthy. It also helps him pay attention in school and be a good student.

Lamar rides the bus for 45 minutes and arrives at school at 7:30. Then Lamar feels very hungry. He goes to the school cafeteria. They serve breakfast every day. Today there are pancakes and orange juice. Lamar has 10 minutes to eat.



The bell rings at 7:40. Lamar throws away his empty juice container. He picks up his backpack. It's time to go to class.

Check Yes or No

Yes No

- | | | |
|-----|-----|---|
| ___ | ___ | 1. Lamar is getting ready for school. |
| ___ | ___ | 2. Lamar catches the bus at 7:00. |
| ___ | ___ | 3. Lamar's mother is in the kitchen. |
| ___ | ___ | 4. Lamar has time to eat a bowl of cereal. |
| ___ | ___ | 5. There is a breakfast program at school. |
| ___ | ___ | 6. Lamar's father wants his son to eat. |
| ___ | ___ | 7. A good breakfast helps Lamar stay healthy. |
| ___ | ___ | 8. Lamar feels very hungry. |
| ___ | ___ | 9. Lamar goes to the school office. |
| ___ | ___ | 10. Today there are pancakes and milk. |
| ___ | ___ | 11. The bell rings at 7:40. |

Underline the Word from the Story

1. It's early in the (morning/afternoon).
2. His father is in the (bedroom/kitchen).
3. Lamar's father doesn't want his son to be (hungry/angry).
4. A good breakfast helps Lamar be a good (father/student).
5. Lamar goes to the school (auditorium/cafeteria).
6. The school serves breakfast (every Monday/every day).

Unscramble the Sentences

Write the sentence on the line.

1. ready Lamar is school. for getting

Lamar is getting ready for school.

2. time Do of cereal? for a have bowl you

3. school. is at There program a breakfast

4. good pay A attention. breakfast helps him

Check the Breakfast Foods

Put a check next to the food and drinks that your child has for breakfast. Write other breakfast foods below.

___ cereal

___ milk

___ banana

___ pancakes

___ orange juice

___ waffles

___ eggs

___ muffin

___ bacon

___ toast

___ sausage

___ fruit

What's for Breakfast?

Practice the dialog with a partner.

Do you have time to eat something?

No, thanks. I'm going to eat at school.

What are they having today?

I'm not sure. It's on the menu.

The menu says cereal and milk on Tuesday. Is that OK?

Yes. I like that.



This Week's Breakfast Menu

Read the school breakfast menu.

	School Breakfast	
	Monday	orange juice, cereal, graham crackers, milk
	Tuesday	applesauce, breakfast cheese pizza, milk
	Wednesday	berry juice, French toast, syrup, milk
	Thursday	chilled peaches, bagel with margarine, milk
	Friday	orange juice, fruit yogurt, banana bread, milk

Remember the menu. Then complete each sentence.

1. Your son can eat breakfast cheese pizza on _____.

Tuesday

Wednesday

2. Your daughter can drink orange juice on
_____.

Monday and Friday

Thursday and Friday

3. There is no juice on _____.

Tuesday or Wednesday

Tuesday or Thursday

4. There is milk _____.

on Monday and Thursday

every day

5. On Thursday the fruit is _____.

berries

peaches

Answer the Questions

1. Does your child always eat breakfast?
2. Does your child's school have a breakfast program?
3. What does your child like to eat for breakfast?
4. What time does your child leave the house?
5. How long does it take your child to get to school?
6. Does your child's school have a cafeteria?
7. Does the cafeteria serve breakfast and lunch?
8. Does your child usually bring a lunch to school?

Discuss with a Partner

1. Do you think it's important for adults and children to have a good breakfast? Why or why not?
2. Your child is late for school. He or she doesn't have time to eat breakfast at home. There is no breakfast program at school. What can you do?
3. What does your family eat for breakfast on weekdays? Do you eat a bigger breakfast on the weekends? What do you eat? What is the biggest meal of the day for your family?

Lesson 5

1. Do you go to parent and teacher conferences?
2. Does your child read a lot at home?

Read More at Home



It is 4:30 P.M. Pedro's mother and father are sitting at a table in his classroom. They are talking to Pedro's third-grade teacher, Miss Soto. It is a parent and teacher conference. Miss Soto says, "Pedro is a very nice boy. I am happy that your son is in my class."

Pedro's parents smile. They feel proud of their son. "Thank you," Pedro's mother says.

"But I am concerned about Pedro's reading," says Miss Soto. "It's difficult for him. He is behind the other students. He needs to read more at home."

"I understand," says Pedro's father. "But he doesn't

want to read at home. I am worried about that too. He wants to play baseball."

Miss Soto explains that reading is very important. She says that good students are also good readers. She tells Pedro's parents to take him to the library. He can check out books about baseball. "Pedro is very smart," says Miss Soto. "You can help him be a strong student."



Check Yes or No

Yes No

- | | | |
|-------|-------|--|
| _____ | _____ | 1. It is 4:00 P.M. |
| _____ | _____ | 2. Pedro's mother and father are at home. |
| _____ | _____ | 3. Pedro's parents are talking to Miss Soto. |
| _____ | _____ | 4. Pedro is a very nice boy. |
| _____ | _____ | 5. Pedro's parents are angry with their son. |
| _____ | _____ | 6. Miss Soto is concerned about Pedro's reading. |
| _____ | _____ | 7. Pedro is ahead of the other students. |
| _____ | _____ | 8. Pedro reads a lot at home. |
| _____ | _____ | 9. Pedro wants to play baseball. |
| _____ | _____ | 10. Pedro needs to go to the library. |
| _____ | _____ | 11. Pedro is very smart. |

What Is the Category?

arithmetic
concerned
happy

✓ librarian
parent
proud

reading
spelling
student

teacher
worried
writing

People

Emotions

School Subjects

- | | | |
|---------------------|----------|----------|
| 1. <u>librarian</u> | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ |
| 3. _____ | 3. _____ | 3. _____ |
| 4. _____ | 4. _____ | 4. _____ |

Same Meaning

Copy the word or phrase from the story that has the same meaning as the phrase below.

1. very intelligent very smart
2. make a happy facial expression _____
3. It isn't easy for him. _____
4. not reading as well as other children _____
5. meeting for parents and the teacher _____

Check the Books

Put a check next to the kinds of books that interest your child. Write other kinds of books below.

___ books about sports

___ books about nature

___ mysteries

___ fiction

___ books about animals

___ history books

___ comic books

___ adventure stories

___ books about science

___ fairy tales

___ biographies

___ picture books

Checking Out Books

Practice the dialog with a partner.

How do I get a library card?

It's easy. You just need some identification.

Can I check out books today?

Sure. Here is your card.

When are the books due?

You need to return them in three weeks.



Listen to the library's telephone recording.

Remember the message. Then complete each sentence.

- ## 32 Lesson 5: Read More at Home

Answer the Questions

1. How many times a year do you go to parent and teacher conferences?
2. What is the name of your child's teacher?
3. Is your child reading a lot?
4. Is reading difficult for your child?
5. Does your child need to read more at home?
6. What does your child like to do at home?
7. Is there a library in your neighborhood?
8. Where is the nearest public library?
9. What are the days and times the public library is open?
10. Do you have a library card?

Discuss with a Partner

1. What things are parents and teachers concerned about?
2. What is the difference between a school library and a public library? Where do you prefer to borrow books? Why?
3. Tell about one of your favorite books for children.

Lesson 6

1. Do you volunteer in your child's classroom?
2. What kind of things do classroom volunteers do?

A Classroom Volunteer



Lili is in the first grade. Every Tuesday her mother, Mei Yong, volunteers in the classroom. Mei helps in Lili's classroom between 9:00 and 11:00 A.M.

Sometimes Mei helps the children one at a time.

Mei helps David when he raises his hand. She helps Eve when Eve doesn't understand a math problem.

Mei also works with small groups of children. She helps them learn addition. She holds up flash cards. "What is $3 + 4$?" she asks. "What is $5 + 2$?" The children like Mrs. Yong.

The teacher is happy to have Mei in the class. Mei does many things to help her. She corrects papers for the teacher. Mei also hands out school announcements for the children to take home.

Lili is very happy her mother comes to class on Tuesday. She feels proud. Mei wants to spend time in Lili's class too. She sees that Lili is doing well in school. Mei likes to volunteer.



Check Yes or No

Yes No

- | | | |
|-----|-----|--|
| ___ | ___ | 1. Lili is in the fifth grade. |
| ___ | ___ | 2. Mei Yong volunteers every Tuesday. |
| ___ | ___ | 3. Mei helps in the class between 9:00 and 1:00. |
| ___ | ___ | 4. Mei helps David when he raises his hand. |
| ___ | ___ | 5. Mei helps Eve correct papers. |
| ___ | ___ | 6. Mei works with large groups of children. |
| ___ | ___ | 7. Mei helps the children learn Chinese. |
| ___ | ___ | 8. The children like Mrs. Yong. |
| ___ | ___ | 9. The teacher is happy to have Mei volunteer. |
| ___ | ___ | 10. Lili is sad when her mother comes to class. |
| ___ | ___ | 11. Mei wants to spend time in Lili's class. |

Underline the Word from the Story

1. Lili is in the first (class/grade).
2. Mei volunteers every (Tuesday/Thursday).
3. Mei helps in the (office/classroom).
4. Mei volunteers (before/between) 9:00 and 11:00 A.M.
5. Mei helps David when he raises his (hand/voice).
6. Mei helps the children learn (subtraction/addition).
7. The (teachers/students) like Mrs. Yong.

Unscramble the Sentences

Write the sentence on the line.

1. the grade. is in Lili first

2. classroom. Her the volunteers in mother

3. helps She addition. them learn

4. the papers Mei for corrects teacher.

Who Says That?

Mei or Lili

1. "I'm here to volunteer."
2. "That's my Mom!"
3. "I am Mei Yong's daughter."
4. "What is $3 + 4$?"
5. "I am in first grade."

Helping in Class

Practice the dialog with a partner.

How can I help today?

Will you do math flash cards in small groups?

Sure. Is there anything else?

You can walk around and help students with the work sheet.

Do you have anything for me to correct?

You can correct the spelling papers on my desk if you have time.



Who Needs Help?

Circle the picture of each child who needs help.
What is each child doing?

1.



2.



3.



4.



1. _____
2. _____
3. _____
4. _____

Make a List

List things you like to do in your child's class.

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

List things you don't like to do in your child's class.

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

Problem Solving

The teacher asks you to correct some spelling tests. You're not sure how to spell all of the words correctly. Put a check next to the good ideas. Write other good ideas on the lines below.

- ___ 1. I can ask the teacher for a list of the correct words.
- ___ 2. I can guess how the words are spelled.
- ___ 3. I can look up the words in the dictionary.
- ___ 4. I can ask one of the students to help me.
- ___ 5. I can say that I forgot my glasses.
- ___ 6. I can ignore the teacher and do something else.
- ___ 7. I can explain that spelling is difficult for me.
- ✓ 8. I can _____.
- ✓ 9. I can _____.

Discuss with a Partner

- 1. Is it important for parents to volunteer in the classroom? Why or why not?
- 2. Why is it difficult for some parents to volunteer in class? How can parents support the school in other ways?

Lesson 7

1. Does your child have testing at school?
2. How can you help your child prepare for a test?

Tests Next Week



Juan opens his backpack and takes out a piece of paper. He gives it to his mother. It's a note from Juan's fourth-grade teacher. Juan's mother reads the note. It says that all students need to take tests at school next week.

The tests will be Monday through Friday from 9:00 to 11:00. There are tests in reading, math, language, science, and other subjects. They check what the children understand in these areas.

The teacher wants the students to do well on the tests. She suggests that the children go to bed early. She also

says that a good breakfast is very important. Tired and hungry children do not take tests very well. The teacher also wants the students to arrive at school on time.

Next week Juan's mother makes sure he goes to bed early. She gives him a good breakfast every morning. Juan arrives at school on time. Juan is ready for testing.



Check Yes or No

Yes No

- | | | |
|-----|-----|--|
| ___ | ___ | 1. Juan opens his notebook. |
| ___ | ___ | 2. Juan gives his mother a piece of paper. |
| ___ | ___ | 3. The paper is a note from Juan's school principal. |
| ___ | ___ | 4. Students need to take tests next month. |
| ___ | ___ | 5. The tests will be Monday through Friday. |
| ___ | ___ | 6. The tests will be from 9:00 to 11:00. |
| ___ | ___ | 7. The tests check physical education. |
| ___ | ___ | 8. The teacher recommends going to bed late. |
| ___ | ___ | 9. A good breakfast is very important. |
| ___ | ___ | 10. Tired and hungry children take tests well. |
| ___ | ___ | 11. Juan arrives at school late next week. |
| ___ | ___ | 12. Juan is ready for testing. |

Complete the Sentences

backpack

language

ready

tests

important

note

suggests

tired

1. The teacher _____ that you go to bed early.
2. Are you _____ for testing?
3. This test will check what you understand in _____.
4. Hungry and _____ children do not take tests well.
5. I have a piece of paper in my _____.
6. Is that a _____ from your teacher?
7. A good breakfast is very _____.
8. All students need to take _____ next week.

Matching

Match the parts of the sentences.

- | | |
|----------------------------|------------------------------|
| _____ 1. Make sure | a. what a child understands. |
| _____ 2. The teacher wants | b. ready for testing. |
| _____ 3. The tests check | c. him a good breakfast. |
| _____ 4. My child is | d. he goes to bed early. |
| _____ 5. The tests will be | e. the students to do well. |
| _____ 6. His mother gives | f. Monday through Friday. |

Check the Papers

Put a check next to the papers your child brings home from school. Write other kinds of papers below.

- | | |
|---|---|
| ☐ information forms | ☐ health news |
| ☐ school newsletter | ☐ school holiday notices |
| ☐ report card | ☐ progress reports |
| ☐ permission slips | ☐ fund-raising material |
| ☐ homework | ☐ volunteer requests |
| ☐ activities announcements | ☐ warnings |
| <hr/> | <hr/> |

Rest before the Test

Practice the dialog with a partner.

Are you almost ready for bed?

No, I never go to bed this early.

Sorry, but you need to go to bed early for the next few days.

Why?

You have tests at school all week. I want you to get a lot of rest and do well.

Oh, that's right. I forgot.



A Letter to Parents

Read the letter from school.



Dear Parents,

During the week of May 1, all students except kindergartners will be taking a series of achievement tests. These tests check your child's basic skills in reading, mathematics, language arts, science, and social studies. A nutritious breakfast and an early bedtime are very important. We would also appreciate all students arriving at school on time.

Remember the letter. Then complete each sentence.

1. This letter is for the _____.
parents students
2. Testing begins the week of _____.
May 1 March 1
3. Kindergartners _____ taking the tests.
will not be will be
4. The tests check basic _____ in many areas.
schools skills
5. A _____ breakfast is very important.
nutritious light

Answer the Questions

1. Does your child take achievement tests at school?
2. What are the names of the tests?
3. What do the tests check?
4. What time of year do students take these tests?
5. Do you receive a letter about testing?
6. Do you see the results of your child's tests?
7. Do you understand the results?
8. Do you prepare a good breakfast before testing?
9. Does your child go to bed early before testing?
10. Do you make sure that your child arrives at school on time?

Discuss with a Partner

1. Do you think testing in school is important? Why or why not?
2. Do you think tests are effective in checking what your child understands? Why or why not?
3. In what ways can you help your child during testing time?

Lesson 8

1. What sports can children participate in?
2. What sports or activities does your community offer?

Sign Up for Soccer



Alfonso picks up his daughter Marla every day after school. Today Marla gets in the car. She is very excited. "Can I sign up for soccer at the youth center?" asks Marla. "Oh, please say yes!"

Alfonso knows that soccer is the same as football in Mexico. Sometimes he sees boys and girls playing soccer at a field near his house. The children wear uniforms and run around. Soccer is very good exercise. The children look happy. "I really want to play," says Marla. "My friends Kim and Margarita are playing soccer. I want to play too!"

Alfonso needs more information. He doesn't know the day and time of practice. He doesn't know where they play games. He doesn't know how much money it costs to play soccer.



Tonight Alfonso can call Kim's parents and ask questions. He can't say yes or no right now. Alfonso says, "We'll see, Marla. We'll see."

Check Yes or No

Yes No

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Alfonso picks up his daughter every day. |
| _____ | _____ | 2. His daughter's name is Marta. |
| _____ | _____ | 3. Marla wants to sign up for soccer. |
| _____ | _____ | 4. Soccer is the same as baseball in Mexico. |
| _____ | _____ | 5. Only boys play soccer. |
| _____ | _____ | 6. Children play soccer near Alfonso's house. |
| _____ | _____ | 7. The children wear uniforms and run around. |
| _____ | _____ | 8. Alfonso needs more information. |
| _____ | _____ | 9. Alfonso doesn't know where they play games. |
| _____ | _____ | 10. Alfonso knows that soccer is very expensive. |
| _____ | _____ | 11. Alfonso plans to call Margarita's parents. |

Complete the Story

excited
friends

girls
information

money
questions

sign up
uniforms

Leslie picks up her sons Patrick and Daniel every day after school. Today Patrick and Daniel are very _____.
The boys ask, "Can we _____ for basketball?"

Leslie sees boys and _____ playing basketball at the city recreation center near her apartment. The children wear _____ and run around. They look happy. "We really want to play," says Patrick.

"All of our _____ are playing," says Daniel.

Leslie needs more _____. She doesn't know the day and time of practice. She doesn't know how much _____ it costs to play basketball. Tonight Leslie can call the recreation center and ask _____. She can't say yes or no right now. Leslie says, "We'll see, boys."

Check the Sports

Put a check next to the sports children can play in your neighborhood. Write the names of other sports below.

___ soccer

___ softball

___ football

___ basketball

___ running

___ swimming

___ baseball

___ karate

___ lacrosse

___ tennis

___ hockey

___ gymnastics

Calling a Parent for Information

Practice the dialog with a partner.

Do you know what day soccer practice is?

Yes, they practice every Wednesday.

And what time?

Practice begins at four o'clock and ends at five thirty.

Oh, that's a problem. I don't get off work until five o'clock.

Maybe I can take the kids at four o'clock and you can pick them up at five thirty.

That's a great idea.



Youth Soccer Information

Listen to the recreation center phone recording.

This is the Mountain View Youth Center. We are located at 1251 Ivy Street. Soccer signups are Saturday, May 21, from 9:00 to 12:00. The cost for soccer is \$75. This includes the price of the uniform. Also, please bring a copy of your child's birth certificate. Thank you.

Remember the message. Then complete each sentence.

1. The youth center is located at _____ Street.

1251 Ivy

1251 Ives

2. Soccer signups are on _____, May 21.

Sunday

Saturday

3. The signups are _____.

from 9:00 to 12:00

from 8:00 to 12:00

4. The cost includes the price of the _____.

unit

uniform

5. Parents need to bring a copy of their child's _____.

birth date

birth certificate

Problem Solving

Your child wants to play a sport. You're not sure that you have the time for practices and games. Put a check next to the good ideas. Write other good ideas on the lines below.

- ___ 1. I can ask other parents for help.
- ___ 2. I can explain to my child that I don't have time.
- ___ 3. I can tell my child that he or she is too young.
- ___ 4. I can change my work schedule.
- ___ 5. I can tell my child that sports are dangerous.
- ___ 6. I can check the schedule for other sports.
- ___ 7. I can talk to the coach.
- ✓ 8. I can _____.
- ✓ 9. I can _____.

Discuss with a Partner

- 1. What is a sport that your child plays or a sport that you played when you were young? How do you play it?
- 2. Do you think it's important for children to do what their friends are doing? Why or why not?
- 3. When you can't answer yes or no to your child, what do you say?

Lesson 9

1. What rules are there at your child's school?
2. Do you report problems your child has at school?

Fighting at School



Max comes home from school at 4:00. His face is dirty. His shirt is torn. Max is very sad. Max's mother sees him and asks, "What's wrong?"

Max doesn't answer. Then he begins to cry. He tells his mother that he feels afraid. He says that he doesn't want to go to school anymore.

Max's mother is surprised. She asks Max why he is upset. Max tells his mother about a big boy at school. The boy's name is Fred. Fred is mean. He hits and kicks people. He always wants to fight. "Look at my shirt," says Max. "Fred did this!"

Max's mother gives him a hug. She tells Max that fighting is bad. Then she calls the school principal and reports Fred.

The principal doesn't want Max to feel afraid at school. He is going to talk to Fred and his parents. Fred is in serious trouble. Fighting is against school rules.



Check Yes or No

Yes No

- | | | |
|-----|-----|---|
| ___ | ___ | 1. Max comes home from school at 3:00. |
| ___ | ___ | 2. Max's face is clean. |
| ___ | ___ | 3. Max's shirt is torn. |
| ___ | ___ | 4. Max is sad. |
| ___ | ___ | 5. Max's mother asks, "Are you hungry?" |
| ___ | ___ | 6. Max tells his mother that he feels afraid. |
| ___ | ___ | 7. Max doesn't want to go to school anymore. |
| ___ | ___ | 8. Max tells his mother about a little girl. |
| ___ | ___ | 9. Fred is mean. |
| ___ | ___ | 10. Fred always wants to be friends. |
| ___ | ___ | 11. Max's mother calls the school principal. |
| ___ | ___ | 12. The principal is afraid of Fred. |

Underline the Word from the Story

1. Max's (foot/face) is dirty.
2. Max's (shoe/shirt) is torn.
3. Max begins to (cry/laugh).
4. Max doesn't want to go to (work/school) anymore.
5. Max's mother is (surprised/afraid).
6. Fred (hits/hugs) and kicks people.
7. Fred always wants to (fight/eat).
8. Max's mother says that fighting is (good/bad).
9. Max's mother calls the school (president/principal).
10. The principal is going to talk to Fred's (uncle/parents).

Matching

Match the sentences that mean the same.

- | | |
|--------------------------------|----------------------------------|
| ___ 1. What's wrong? | a. He is scared. |
| ___ 2. She gives him a hug. | b. He is not nice. |
| ___ 3. He feels afraid. | c. He is going to be punished. |
| ___ 4. He is mean. | d. You can't do that. |
| ___ 5. It's against the rules. | e. She puts her arms around him. |
| ___ 6. He is in trouble. | f. What's the matter? |

What Happened First?

Remember the story. Then put these events in order.

- _____ Max tells his mother about a big boy at school.
- _____ Max's mother gives him a hug.
- _____ The principal is going to talk to Fred and his parents.
- _____ Max begins to cry.
- 1 Max comes home from school.
- _____ Max's mother asks, "What's wrong?"
- _____ Max's mother calls the school principal.

Reporting a Problem

Practice the dialog with a partner.

Hello? Is this Principal Randall?

Yes. How may I help you?

I'm calling to report a problem at school.

What kind of problem?

A boy at school always fights with my son.

That is a serious problem.

Yes. My son is hurt and very upset.

Thanks for calling. Now I need more information.



School Rules

Read these rules from the school handbook.

The following things are not allowed at school:



ELEMENTARY SCHOOL

1. Fighting
2. Pushing and shoving
3. Disruptive behavior
4. Bringing knives or other weapons
5. Throwing food
6. Talking back to staff
7. Disrespecting any student, staff member, or school visitor

Remember the rules. Then check Yes or No.

Yes No

- | | | |
|-----|-----|---|
| ___ | ___ | 1. Students are allowed to bring food. |
| ___ | ___ | 2. Students are allowed to bring weapons. |
| ___ | ___ | 3. Students are allowed to talk to staff. |
| ___ | ___ | 4. Students are allowed to disrespect visitors. |
| ___ | ___ | 5. Students are allowed to push and shove. |

Check the Actions

Fred is in trouble for fighting. Put a check next to the things that Fred needs to do. Write your own ideas below.

- | | |
|----------------------------|-----------------------------|
| ___ 1. buy Max a new shirt | ___ 4. go to another school |
| ___ 2. go to jail | ___ 5. eat lunch alone |
| ___ 3. apologize to Max | ___ 6. stay after school |

Problem Solving

A mean boy or girl wants to fight with your child at school. Your child is very upset. Put a check next to the good ideas. Write other good ideas on the lines below.

- _____ 1. I can tell my child to ignore the person.
- _____ 2. I can tell my child to run away from the person.
- _____ 3. I can tell my child to hit and kick the person.
- _____ 4. I can tell my child to pretend that it doesn't hurt.
- _____ 5. I can tell my child to scream for help.
- _____ 6. I can tell my child to tell the teacher or principal.
- _____ 7. I can tell my child to stop acting like a baby.
- ☒ 8. I can _____.
- ☒ 9. I can _____.

Discuss with a Partner

- 1. How do you know when your child is upset?
Describe how your child looks and acts.
- 2. Do you think fighting at school is a serious problem?
- 3. What other problems can children have at school?
Would you report these problems to the school principal? Why or why not?

Lesson 10

1. Does your child have homework every day?
2. Do you need to remind your child to do homework?

Too Tired for Homework



Iris is relaxing after school today. She is watching TV. She is playing with toys. She doesn't want to do her homework. She can do it later.

After dinner, Iris returns to her toys. She changes her doll's clothes. She plays with her yo-yo. Her mother says, "Do your homework!"

"OK," says Iris. But she doesn't do it. Iris walks into the bathroom. She looks in the mirror. She sticks out her tongue. She puts her fingers in her ears. She makes very funny faces.

Iris's mother is angry now. She says, "You are wasting time. You need to go to bed soon. Get busy!"

"I'm too tired," says Iris. "I can do my homework in the morning."

"I don't think so," says her mother. "You don't have time. And tomorrow, homework comes before you watch TV, play with toys, or make funny faces."



Check Yes or No

Yes No

- | | | |
|-----|-----|---|
| ___ | ___ | 1. Iris is relaxing after school. |
| ___ | ___ | 2. Iris is listening to the radio. |
| ___ | ___ | 3. Iris is playing with toys. |
| ___ | ___ | 4. Iris wants to do her homework. |
| ___ | ___ | 5. Iris returns to her toys after dinner. |
| ___ | ___ | 6. Iris's mother says, "Do your homework!" |
| ___ | ___ | 7. Iris walks into the living room. |
| ___ | ___ | 8. Iris looks in the mirror. |
| ___ | ___ | 9. Iris makes funny faces. |
| ___ | ___ | 10. Iris's mother is happy. |
| ___ | ___ | 11. Iris wants to do her homework in the morning. |
| ___ | ___ | 12. Iris's mother says, "That's OK." |

Complete the Sentences

homework

morning

relaxing

toys

mirror

mother

tomorrow

wasting

1. The boy isn't studying. He is _____.
2. He is playing with dinosaurs and other _____.
3. His mother says, "Do your _____."
4. He has dinner with his _____ and father.
5. After dinner he makes funny faces in the _____.
6. His mother is angry. She says, "Stop _____ time."
7. The boy asks, "Can I do my homework _____?"
8. His mother answers, "You don't have time in the _____."

Matching

Match the sentences that mean the same.

- | | |
|--------------------------------|-----------------------------|
| _____ 1. She is relaxing. | a. You are fooling around. |
| _____ 2. Her mother is angry. | b. Do your work now. |
| _____ 3. You are wasting time. | c. I don't have the energy. |
| _____ 4. I'm too tired. | d. That's not OK. |
| _____ 5. I don't think so. | e. She is taking it easy. |
| _____ 6. Get busy. | f. Her mother is mad. |

Check the Activities

Put a check next to the things your child likes to do instead of homework. Write other activities your child enjoys below.

_____ watch TV

_____ play with toy

_____ read

_____ talk on the phone

_____ play outside

_____ relax

_____ play with friends

_____ listen to music

_____ play a sport

_____ play video games

_____ ride a bicycle

_____ make funny faces

Homework Comes First

Practice the dialog with a partner.

Can I watch TV after dinner tonight?

No, sorry. It's time to do your homework.

But it's my favorite show!

You know the rule. Homework comes first.

Can I watch for just a few minutes?

You can watch TV when your homework is done. Get busy!



This Week's Homework

Read the weekly homework schedule.

Homework Schedule

Make sure your child reads at least 20 minutes a day.

Monday	<i>Spelling: lesson 8, pp. 32-36</i>
Tuesday	<i>Math: worksheets 53, 54, and 55</i>
Wednesday	<i>Language: Spider Story, questions 1-7</i>
Thursday	<i>Handwriting: lesson 11, pp. 28 and 29</i>

My child has completed his or her homework neatly and accurately.

Remember the schedule. Then complete each sentence.

1. There is handwriting homework on _____.

Monday

Thursday

2. Your child must read at least _____ a day.

30 minutes

20 minutes

3. The spelling lesson is on pages _____.

32 to 36

42 to 46

4. There are _____ math work sheets.

three

two

5. There is no homework on _____.

Thursday

Friday

Answer the Questions

1. Does your child usually have homework?
2. Does your child have a weekly homework schedule?
3. Does your child always complete his or her homework?
4. Do you think that your child has too much homework?
5. What time of day does your child usually do homework?
6. Do you ever get angry with your child about homework?
7. Does your child have time to do homework in the morning?
8. Do you need to sign your child's homework?
9. Does your child sometimes feel too tired to do homework?

Discuss with a Partner

1. Does your child sometimes need your help with homework? What do you do when your child has an assignment that is difficult for you?
2. Do you think it's important for children to take breaks after school? Why or why not?
3. Do you think it is a parent's job to make sure that a child completes homework? Why or why not?

Lesson 11

1. Why is listening an important skill in school?
2. Does your child have spelling tests every week?

Listen and Follow Directions



Today the students are having a spelling test. Mrs. Cordua is passing out papers. She tells the children to listen and follow directions. The students need to write their names and the date on their papers. Then she tells the students to number their papers from one to ten.

Most of the students write their names, the date, and the numbers on their papers. But Tim doesn't do anything. He isn't listening. He is thinking about recess time. He wants to play ball at recess.

Mrs. Cordua begins the test. "Number one," she says. "The word is *listen*. You need to listen in class."

"Wait," says Tim. "What are we doing? I am not ready! Is this a spelling test? How many words do we have? What is the first word?"

"Sorry, Tim," says Mrs. Cordua. "Next time listen and follow directions."



Check Yes or No

Yes No

- | | | |
|-----|-----|--|
| ___ | ___ | 1. The students are having a math test. |
| ___ | ___ | 2. Tim is passing out papers. |
| ___ | ___ | 3. Mrs. Cordua says to listen and follow directions. |
| ___ | ___ | 4. The students write their names and telephone numbers on their papers. |
| ___ | ___ | 5. The students number their papers from one to ten. |
| ___ | ___ | 6. Tim is listening. |
| ___ | ___ | 7. Tim is thinking about recess time. |
| ___ | ___ | 8. Tim wants to play on the swings at recess. |
| ___ | ___ | 9. Mrs. Cordua begins the test. |
| ___ | ___ | 10. The first word is <i>follow</i> . |
| ___ | ___ | 11. Tim is ready. |
| ___ | ___ | 12. Tim doesn't know how many words are on the test. |

Underline the Word from the Story

1. The students are having a spelling (review/test).
2. Mrs. Cordua is passing out (papers/pencils).
3. The students number their papers from one to (ten/twenty).
4. Tim doesn't (play/do) anything.
5. Tim wants to play ball at (recess/lunch).
6. Tim says, "I am not (writing/ready)."
7. Mrs. Cordua says, "(Hurry/Sorry), Tim."

Unscramble the Sentences

Write the sentence on the line.

1. students a test. The having are spelling
-

2. out is papers. teacher The passing
-

3. to You class. listen in need
-

4. papers Number ten. one from your to
-

Who Says That?

Tim or Mrs. Cordua

1. "Listen and follow directions."
2. "What are we doing?"
3. "What is the first word?"
4. "Write your name and the date."
5. "I am not ready!"
6. "The word is *listen*."

Spelling Practice at Home

Practice the dialog with a partner.

How do you spell *follow*?

That's easy. It's f-o-l-l-o-w.

That's correct. How about *listen*?

I'm not sure. Is it l-i-s-t-e-n?

Very good! Are you ready for the spelling test tomorrow?

Yes, I am ready.



Look at the teacher's comments on Tim's test.

Look at the teacher's comments on Tim's test.

Remember Tim's test. Then complete each sentence.

- 68 Lesson 11: Listen and Follow Directions

Problem Solving

Your child is not listening in class. The teacher says that your child is not following directions. Put a check next to the good ideas. Write other good ideas on the lines below.

- ___ 1. I can talk to my child about listening better.
- ___ 2. I can take my child to the doctor for a hearing test.
- ___ 3. I can get angry and yell at my child.
- ___ 4. I can reward my child when he or she listens well.
- ___ 5. I can put my child in a different class.
- ___ 6. I can take my child to a counselor.
- ___ 7. I can tell the teacher that he or she is boring.
- ✓ ___ 8. I can _____.
- ✓ ___ 9. I can _____.

Discuss with a Partner

- 1. What does Tim learn from his experience with the spelling test? Do you think the teacher does the right thing? Why or why not?
- 2. How do you help your child prepare for tests?

Lesson 12

1. Do you have rules about bedtime?
2. What time does your child go to bed on school nights?

It's Bedtime



Mary is six years old. Her bedtime is 8:00. Mary needs 10 hours of sleep a night. She has to get up early for school.

At 7:45 Mary's mother tells her that it is almost bedtime. Mary needs to put on her pajamas and brush her teeth. "You need to be in bed in fifteen minutes," says Mary's mother.

Mary doesn't want to go to bed. She isn't sleepy. Mary wants to stay up until 9:00 like her older sister. "Can I please stay up a little later?" asks Mary.

"No," answers Mary's mother. "Your bedtime is eight o'clock. That's the rule. You are very young. Your

body needs rest. I don't want you to feel tired at school tomorrow."

Mary is sad. Mary's mother says, "Tomorrow is Friday. You can stay up a little later tomorrow night. You don't have school on Saturday."

Mary smiles. She is happy now. Bedtime will be later on Friday!



Check Yes or No

Yes No

- | | | |
|-----|-----|---|
| ___ | ___ | 1. Mary is six years old. |
| ___ | ___ | 2. Mary's bedtime is 8:30. |
| ___ | ___ | 3. Mary needs 12 hours of sleep a night. |
| ___ | ___ | 4. Mary needs to get up early for school. |
| ___ | ___ | 5. Mary needs to put on her pajamas. |
| ___ | ___ | 6. Mary wants to go to bed. |
| ___ | ___ | 7. Mary isn't sleepy. |
| ___ | ___ | 8. Mary's sister goes to bed at 8:00. |
| ___ | ___ | 9. Mary's mother lets her stay up a little later. |
| ___ | ___ | 10. There is a rule about bedtime. |
| ___ | ___ | 11. Mary has school on Saturday. |
| ___ | ___ | 12. Bedtime is 8:00 on Friday. |

Complete the Story

bedtime
hours

later
older

pajamas
rest

rule
sleepy

Joseph is 11 years old. His _____¹ is 9:00. Joseph needs 10 _____² of sleep a night.

At 8:50 Joseph's father tells him that it's almost bedtime. Joseph needs to put on his _____³. Joseph's father says, "You need to be in bed in ten minutes."

Joseph doesn't want to go to bed. He isn't _____⁴. He wants to stay up until 10:00 like his _____⁵ brother. "Can I please stay up a little later?" asks Joseph.

"No," answers Joseph's father. "Your bedtime is nine o'clock. That's the _____⁶. Your body needs _____⁷."

Joseph is upset. His father says, "Joseph, tomorrow is Friday. Then you can stay up _____⁸."

Joseph smiles. Friday is the best day of the week.

Check the Rules

Put a check next to an item if your family has rules about it. Write other items that need rules below.

___ bedtime

___ television

___ strangers

___ friends

___ computer

___ money

___ schoolwork

___ arguing

___ telephone

___ food

___ housework

___ clothes

Time for Bed

Practice the dialog with a partner.

It's a quarter to nine. It's almost bedtime.

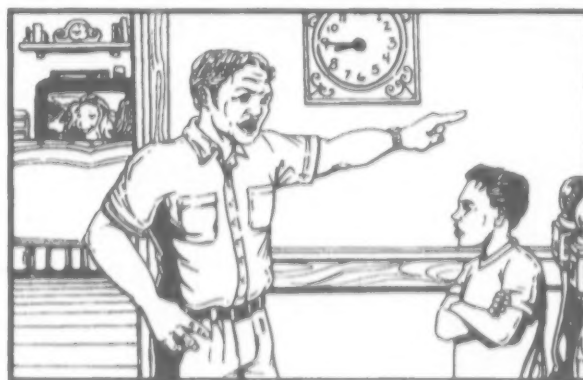
Can I stay up until nine thirty?

No, you need rest.

I'm too old to have a bedtime.

Sorry. Nine o'clock is the rule on a school night.

I can't wait until the weekend.



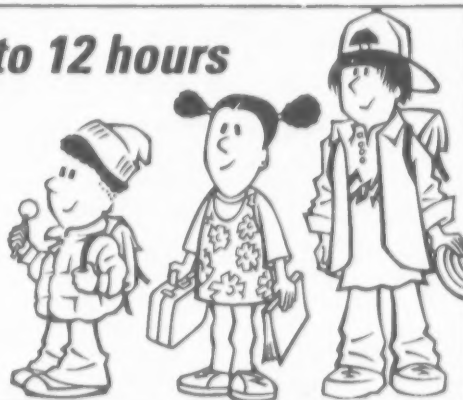
Does Your Child Need More Sleep?

Read the brochure from the doctor's office.

Your school-age child needs 10 to 12 hours of sleep each night.

Sleep helps children:

- grow tall and strong
- be healthy
- stay alert
- get good grades
- be happy



Remember the brochure. Then complete each sentence.

1. This brochure is from the _____ office.
school doctor's
2. This information is about a _____ child.
preschool-age school-age
3. A child needs _____ of sleep
a night.
between 10 and 12 hours between 10 and 11 hours
4. Sleep helps children grow _____.
tall and strong short and weak
5. Sleep helps children stay _____.
alert alarmed

Answer the Questions

1. How old is your child?
2. Does your child have a bedtime?
3. How many hours of sleep does your child get each night?
4. Do you need to tell your child when it's bedtime?
5. What does your child do before going to bed?
6. Does your child want to go to bed?
7. Do you sometimes allow your child to stay up late?
8. Is your child tired in the morning?
9. What other rules does your family have?
10. Do you need to remind your child about following rules?

Discuss with a Partner

1. Can a child who isn't sleeping enough do well in school? How does a sleepy child act in school?
2. Do you think older children and younger children need the same amount of sleep? Why or why not?
3. What can you do to help your child fall asleep?

Lesson 13

1. Where do you take your child shopping for shoes?
2. How much money do you usually spend on shoes?

Expensive Shoes



Tamika and her son Jamal are at the shopping center. Jamal needs new shoes. Tamika and Jamal go into the shoe store. There are a lot of shoes inside. Jamal walks around the store. Tamika looks at the price tags on the shoes.

Jamal points to some shoes on a table. "I want those shoes," says Jamal. "Everyone wears them at school."

Tamika looks at the price tag. They are \$100! They are very expensive. Tamika shakes her head. She doesn't want to pay \$100. "Please, Mom!" says Jamal. "I really want them!"

Tamika shows Jamal some other shoes. They are on

sale. They are a little different, but they are good shoes. And they are much cheaper. They are only \$30. Tamika wants to buy the \$30 shoes.

Tamika tells Jamal that \$100 is too much to spend on shoes. His feet are growing. The shoes will be too small soon. Then they will have to buy new shoes again.

Jamal is sad and angry. He doesn't want the \$30 shoes. He doesn't want to look at them. Jamal wants the shoes that everyone wears.



Check Yes or No

Yes No

- | | | |
|-----|-----|---|
| ___ | ___ | 1. Tamika and Jamal are at home. |
| ___ | ___ | 2. Jamal needs a new jacket. |
| ___ | ___ | 3. Tamika and Jamal go into the shoe store. |
| ___ | ___ | 4. Tamika looks at the price tags on the shoes. |
| ___ | ___ | 5. Jamal wants shoes that cost \$30. |
| ___ | ___ | 6. Tamika shows Jamal some other shoes. |
| ___ | ___ | 7. The other shoes are on sale. |
| ___ | ___ | 8. The \$30 shoes look just like the \$100 shoes. |
| ___ | ___ | 9. The shoes on sale are \$50. |
| ___ | ___ | 10. Jamal's feet are growing. |

What Is the Category?

angry
bookstore
boots

clothing store
disappointed
sad

sandals
shoe store
shoes

sneakers
surprised
toy store

Shops

1. _____

2. _____

3. _____

4. _____

Emotions

1. _____

2. _____

3. _____

4. _____

Footwear

1. _____

2. _____

3. _____

4. _____

Same Meaning

Copy the word or phrase from the story that has the same meaning as the phrase below.

1. feet are getting bigger _____

2. moves her head from side to side _____

3. not exactly the same _____

4. much less expensive _____

5. cost a lot of money _____

6. unhappy and mad _____

Who Says That?

Tamika or Jamal

1. "I don't like these cheap shoes."
2. "I want the shoes my friends have."
3. "Sorry, these shoes are too expensive."
4. "Your feet are still growing."
5. "Please, Mom!"

An Argument in the Shoe Store

Practice the dialog with a partner.

I want those shoes.

Let me look at the price tag. Oh, they're too expensive!

But everyone wears them at school!

How about these shoes? They're only \$30.

Those aren't in style. Nobody wears those shoes.

You can be the first one!



Come to Shoe Palace!

Listen to the radio ad.

Shoe Palace has the shoes you want! We carry all the name brands, and we have hundreds of styles to choose from. Come and see our wide selection of sale shoes marked from 30 to 60% off. We are located on North Shore Boulevard in the Fashion Square Shopping Center. Parking is free. Our hours are Monday through Friday from 9:00 to 7:00, Saturday from 10:00 to 7:00, and Sunday from 11:00 to 6:00. See you there!

Remember the ad. Then complete each sentence.

1. Shoe Palace is open on _____ from 10:00 to 7:00.
Saturday Sunday
2. Shoe Palace is in the Fashion _____ Shopping Center.
Square Plaza
3. The sale shoes are marked _____ off.
from 30 to 50% from 30 to 60%
4. Parking _____.
costs \$5 is free
5. The hours are _____ Monday through Friday.
9:00 to 7:00 10:00 to 8:00

Problem Solving

Your child wants an expensive pair of shoes. He or she doesn't want to look at a cheaper pair. Put a check next to the good ideas. Write other ideas on the lines below.

- ___ 1. I can buy the expensive shoes and make my child happy.
- ___ 2. I can get angry and leave the store.
- ___ 3. I can offer to pay for half of the shoes.
- ___ 4. I can ask a clerk when the shoes will go on sale.
- ___ 5. I can explain to my child that I can't afford them.
- ___ 6. I can convince my child that the cheaper shoes look nice.
- ___ 7. I can ask other parents at school to buy cheaper shoes.
- ☒ 8. I can _____.
- ☒ 9. I can _____.

Discuss with a Partner

- 1. How often do you need to buy shoes for your child?
What types of shoes does your child have?
- 2. How do you help your child make good choices
when shopping for clothes and shoes? What do you
say if your child wants something because another
child has it?

Lesson 14

1. How does your child get to school?
2. Is there a lot of traffic in your area?

Crossing the Street



Natalie walks to school. She needs to cross many streets between her apartment and the school. Natalie waits at every corner. She looks to the left and to the right. When there are no cars or buses, she crosses the street.

Some corners have traffic lights. There are "Walk" and "Don't Walk" signs. Natalie doesn't cross until she sees a "Walk" sign.

Natalie's school is on a busy street. There is a crosswalk in front of the school. Two white lines are painted on the street. Students walk between the white lines from one side of the street to the other.

In the morning, a crossing guard stands on the corner. She blows a whistle and stops the traffic. She tells the children when it's safe to cross.

Natalie is very careful crossing streets. She doesn't want to get hurt. She wants to get to school safely.



Check Yes or No

Yes No

- | | | |
|-----|-----|---|
| ___ | ___ | 1. Natalie walks to school. |
| ___ | ___ | 2. Natalie doesn't need to cross any streets. |
| ___ | ___ | 3. Natalie runs at every corner. |
| ___ | ___ | 4. Natalie looks to the left and to the right. |
| ___ | ___ | 5. When Natalie sees a bus, she crosses the street. |
| ___ | ___ | 6. Every corner has a traffic light. |
| ___ | ___ | 7. There are "Walk" and "Don't Walk" signs. |
| ___ | ___ | 8. Natalie's school is on a quiet street. |
| ___ | ___ | 9. There is a bus stop in front of the school. |
| ___ | ___ | 10. Two green lines are painted on the street. |
| ___ | ___ | 11. A crossing guard is on the corner in the morning. |
| ___ | ___ | 12. Natalie is very careful crossing streets. |

Complete the Sentences

apartment

crosswalk

streets

whistle

careful

left

traffic

white

1. Maddy lives in an _____.
2. She crosses many _____ on her way to school.
3. Maddy looks to the _____ and to the right.
4. Some corners have _____ lights.
5. There is a _____ in front of the school.
6. Maddy walks between the _____ lines.
7. The crossing guard blows a _____.
8. Maddy is _____ crossing streets.

Matching

Match the sentences that mean the same.

- | | |
|--------------------------------|--|
| _____ 1. She is very careful. | a. You can go to the other side of the street. |
| _____ 2. Look left and right. | b. Cars stop moving for him. |
| _____ 3. It's a busy street. | c. Look both ways. |
| _____ 4. He stops the traffic. | d. She watches out. |
| _____ 5. It's safe to cross. | e. There is a lot of traffic. |

Who Says That?

Crossing Guard or Natalie

1. "Watch out!"
2. "I look both ways before I cross the street."
3. "Are there any cars coming?"
4. "It is safe for you to cross now."
5. "I am walking to school."

Conversation at the Corner

Practice the dialog with a partner.

You can't cross yet.

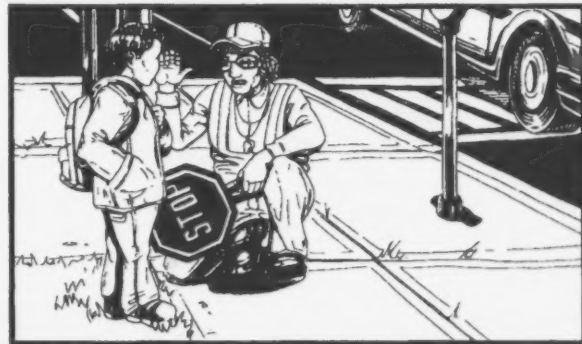
There are no cars coming.

You need to wait until I blow the whistle and stop traffic.

Why is that?

A car could turn the corner and hit you.

You're right. Thanks for the warning.

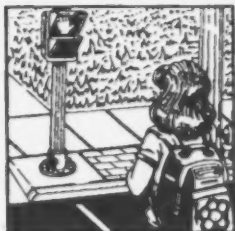


Crossing the Street

Circle the picture of each child who is being careful.

What is each child doing?

1.



2.



3.



4.



1. _____

2. _____

3. _____

4. _____

Make a List

List safe ways for a child to get to school.

1. _____ 3. _____

2. _____ 4. _____

List dangerous ways for a child to get to school.

1. _____ 3. _____

2. _____ 4. _____

Answer the Questions

1. Does your child walk to school?
2. Does your child sometimes cross streets alone?
3. Is your child usually careful crossing streets?
4. Is there a crosswalk in front of your child's school?
5. Is there a crossing guard or safety patrol?
6. Is there an adult in front of the school directing traffic?
7. What is the speed limit in front of the school?
8. Do you always obey traffic lights when you are walking?
9. Do you ever cross a street when there is a "Don't Walk" sign?

Discuss with a Partner

1. What do you say to your child about traffic safety?
Why is talking about it important?
2. Do people obey traffic laws in your city? Are the streets safe for people who walk or ride bicycles?
3. What do green, red, and yellow traffic lights mean?
What traffic signs do you see? What do they mean?

Lesson 15

1. Is your child sometimes absent from school? Why?
2. Do you always call and report your child's absence?

Absent from School



Willie doesn't feel well this morning. He has a fever. Willie can't go to school. He needs to rest at home.

Willie's father calls the office at school. He tells the attendance clerk that his son is absent today. He says that Willie is sick.

"What is your son's full name?" asks the clerk. Then she asks, "What grade is he in? And who is his teacher? Also, do you know his room number?" Willie's father answers all her questions. Then the clerk thanks him for calling.

Willie's father stays home from work. He calls his work and explains that he needs to take care of his son.

Willie rests at home all day. His father gives him some medicine for his fever.



In the evening, Willie feels a little better, but he still has a fever. He can't go to school tomorrow. He needs to rest one more day. Tomorrow Willie's mother needs to stay home from work and take care of him. She will call the office at school in the morning.

Check Yes or No

- | Yes | No | |
|-----|-----|--|
| ___ | ___ | 1. Willie feels well this morning. |
| ___ | ___ | 2. Willie has a fever. |
| ___ | ___ | 3. Willie can go to school. |
| ___ | ___ | 4. Willie's father calls the doctor. |
| ___ | ___ | 5. The attendance clerk asks for Willie's grade. |
| ___ | ___ | 6. Willie's father goes to work. |
| ___ | ___ | 7. Willie rests at home all day. |
| ___ | ___ | 8. Willie takes medicine for his fever. |
| ___ | ___ | 9. In the evening, Willie feels worse. |
| ___ | ___ | 10. Willie can go to school tomorrow. |
| ___ | ___ | 11. Willie's mother needs to stay home from work tomorrow. |

What Is the Category?

attendance clerk	father	mother	son
daughter	fever	principal	sore throat
earache	math teacher	school nurse	stomachache

Health Problems	Family Members	People at School
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

Matching

Match the parts of the sentences.

- | | |
|-------------------------------|--------------------------------|
| _____ 1. He doesn't feel | a. his room number? |
| _____ 2. Do you know | b. the office at school. |
| _____ 3. What grade is | c. for calling. |
| _____ 4. He can't go | d. him medicine for his fever. |
| _____ 5. His father calls | e. to school tomorrow. |
| _____ 6. His father gives | f. he in? |
| _____ 7. The clerk thanks him | g. well this morning. |

What Happened First?

Remember the story. Then put these events in order.

- _____ The clerk thanks Willie's father for calling.
- _____ Willie's father calls his work.
- 1 _____ Willie has a fever.
- _____ The clerk asks for his son's full name.
- _____ Willie's mother will call the office at school.
- _____ Willie feels a little better.
- _____ Willie's father calls the office at school.

My Son Is Sick

Practice the dialog with a partner.

I'm calling to report my son's absence.

Is he ill?

Yes, he has a fever and a sore throat.

What are your son's name and grade?

His name is Willie Shea. He is in the third grade.

Thanks for calling. I hope Willie feels better soon.

Thank you.



A Message from the School

Listen to the message from the school office.

Good morning. This is Ellen James from the attendance office at Emerson Elementary School. Your daughter Gwen isn't at school today. We need you to call the office and explain her absence. Today is Wednesday, September 30, and it's now 10:30 A.M. The phone number is 555-3341. Thank you.

Remember the message. Then complete each sentence.

1. The clerk's first name is _____.

Helen

Ellen

2. The clerk is calling from the _____.

classroom

office

3. The name of the school is _____ Elementary.

Emerson

Edison

4. Today's date is _____.

September 13

September 30

5. The telephone number is _____.

555-3341

555-3411

Problem Solving

Your child is sick, and you can't stay home from work to take care of him or her. Put a check next to the good ideas. Write other ideas on the lines below.

- ___ 1. I can ask a relative to take care of him or her.
- ___ 2. I can bring my sick child to work with me.
- ___ 3. I can ask a neighbor to watch my child.
- ___ 4. I can quit my job if I can't stay home.
- ___ 5. I can send my sick child to school.
- ___ 6. I can have my child rest in the school nurse's office.
- ___ 7. I can leave my child home alone.
- ✓ ___ 8. I can _____.
- ✓ ___ 9. I can _____.

Discuss with a Partner

- 1. What are some important reasons for children to stay home from school? What are unimportant reasons?
- 2. What are some common childhood illnesses? What are some ways to treat them?
- 3. Why do you sometimes need to bring your child to a doctor?

Answer Key

Lesson 1

Check Yes or No (p. 5)

- | | | | |
|--------|--------|--------|---------|
| 1. yes | 4. no | 7. yes | 10. yes |
| 2. no | 5. no | 8. no | 11. yes |
| 3. no | 6. yes | 9. yes | 12. no |

Complete the Story (p. 6)

- | | | | |
|-----------|----------|------------|-----------|
| 1. school | 3. tired | 5. minutes | 7. corner |
| 2. bus | 4. clock | 6. teeth | 8. driver |

What Happened First? (p. 7)

3, 5, 7, 4, 1, 6, 2

A Message from the Principal (p. 8)

- | | | |
|------------|------------------|-------------|
| 1. Ancheta | 3. Marc | 5. 555-8794 |
| 2. Foster | 4. at the office | |

Lesson 2

Check Yes or No (p. 11)

- | | | | |
|--------|--------|--------|---------|
| 1. no | 4. no | 7. no | 10. yes |
| 2. yes | 5. no | 8. yes | 11. yes |
| 3. yes | 6. yes | 9. no | 12. yes |

Complete the Sentences (p. 12)

- | | | | |
|----------|-------------|-----------|------------|
| 1. cover | 3. headache | 5. office | 7. copy |
| 2. below | 4. lines | 6. chart | 8. parents |

Matching (p. 12)

- | | | | | |
|------|------|------|------|------|
| 1. c | 2. d | 3. a | 4. e | 5. b |
|------|------|------|------|------|

What Happened First? (p. 13)

5, 6, 4, 7, 1, 3, 2

Family Eye Care (p. 14)

- Luskin
- adults and children
- from 9:00 to 5:00
- 1018 Grape Street
- 555-6813

Lesson 3

Check Yes or No (p. 17)

- | | | | |
|--------|--------|--------|---------|
| 1. yes | 4. no | 7. yes | 10. yes |
| 2. no | 5. yes | 8. no | 11. yes |
| 3. no | 6. no | 9. no | 12. yes |

Complete the Story (p. 18)

- | | | | |
|----------|------------|----------|-------------|
| 1. years | 3. Welcome | 5. empty | 7. Japanese |
| 2. only | 4. shy | 6. chair | 8. friends |

Personal Information Form (p. 20)

Last Name: Cruz
First Name: Carmen
Age: 7
Native Country: Mexico
Native Language: Spanish

Lesson 4

Check Yes or No (p. 23)

- | | | | |
|--------|--------|--------|---------|
| 1. yes | 4. no | 7. yes | 10. no |
| 2. no | 5. yes | 8. yes | 11. yes |
| 3. no | 6. yes | 9. no | |

Underline the Word from the Story (p. 24)

- | | | |
|------------|------------|--------------|
| 1. morning | 3. hungry | 5. cafeteria |
| 2. kitchen | 4. student | 6. every day |

Unscramble the Sentences (p. 24)

- Lamar is getting ready for school.
- Do you have time for a bowl of cereal?
- There is a breakfast program at school.
- A good breakfast helps him pay attention.

This Week's Breakfast Menu (p. 26)

- | | |
|------------------------|--------------|
| 1. Tuesday | 4. every day |
| 2. Monday and Friday | 5. peaches |
| 3. Tuesday or Thursday | |

Lesson 5

Check Yes or No (p. 29)

- | | | | |
|--------|--------|--------|---------|
| 1. no | 4. yes | 7. no | 10. yes |
| 2. no | 5. no | 8. no | 11. yes |
| 3. yes | 6. yes | 9. yes | |

What Is the Category? (p. 30)

People	Emotions	School Subjects
1. librarian	1. concerned	1. arithmetic
2. parent	2. happy	2. reading
3. student	3. proud	3. spelling
4. teacher	4. worried	4. writing

Same Meaning (p. 30)

- very smart
- smile
- It's difficult for him.
- behind the other students
- parent and teacher conference

Library Information (p. 32)

- | | |
|-------------------------|--------------------------------|
| 1. Mission Park | 4. from 9:30 A.M. to 5:30 P.M. |
| 2. 11th and 12th | 5. open |
| 3. Monday and Wednesday | |

Lesson 6

Check Yes or No (p. 35)

- | | | | |
|--------|--------|--------|---------|
| 1. no | 4. yes | 7. no | 10. no |
| 2. yes | 5. no | 8. yes | 11. yes |
| 3. no | 6. no | 9. yes | |

Underline the Word from the Story (p. 36)

- | | | | |
|------------|--------------|-------------|-------------|
| 1. grade | 3. classroom | 5. hand | 7. students |
| 2. Tuesday | 4. between | 6. addition | |

Unscramble the Sentences (p. 36)

1. Lili is in the first grade.
2. Her mother volunteers in the classroom.
3. She helps them learn addition.
4. Mei corrects papers for the teacher.

Who Says That? (p. 37)

- | | | | | |
|--------|---------|---------|--------|---------|
| 1. Mei | 2. Lili | 3. Lili | 4. Mei | 5. Lili |
|--------|---------|---------|--------|---------|

Who Needs Help? (p. 38)

1. raising her hand (circled)
2. reading
3. writing
4. looking confused (circled)

Lesson 7

Check Yes or No (p. 41)

- | | | | |
|--------|--------|--------|---------|
| 1. no | 4. no | 7. no | 10. no |
| 2. yes | 5. yes | 8. no | 11. no |
| 3. no | 6. yes | 9. yes | 12. yes |

Complete the Sentences (p. 42)

- | | | |
|-------------|-------------|--------------|
| 1. suggests | 4. tired | 7. important |
| 2. ready | 5. backpack | 8. tests |
| 3. language | 6. note | |

Matching (p. 42)

- | | | | | | |
|------|------|------|------|------|------|
| 1. d | 2. e | 3. a | 4. b | 5. f | 6. c |
|------|------|------|------|------|------|

A Letter to Parents (p. 44)

- | | | |
|------------|----------------|---------------|
| 1. parents | 3. will not be | 5. nutritious |
| 2. May 1 | 4. skills | |

Lesson 8

Check Yes or No (p. 47)

- | | | | |
|--------|--------|--------|--------|
| 1. yes | 4. no | 7. yes | 10. no |
| 2. no | 5. no | 8. yes | 11. no |
| 3. yes | 6. yes | 9. yes | |

Complete the Story (p. 48)

- | | | |
|------------|----------------|--------------|
| 1. excited | 4. uniforms | 7. money |
| 2. sign up | 5. friends | 8. questions |
| 3. girls | 6. information | |

Youth Soccer Information (p. 50)

- | | |
|-----------------------|----------------------|
| 1. 1251 Ivy | 4. uniform |
| 2. Saturday | 5. birth certificate |
| 3. from 9:00 to 12:00 | |

Lesson 9

Check Yes or No (p. 53)

- | | | | |
|--------|--------|--------|---------|
| 1. no | 4. yes | 7. yes | 10. no |
| 2. no | 5. no | 8. no | 11. yes |
| 3. yes | 6. yes | 9. yes | 12. no |

Underline the Word from the Story (p. 54)

- | | | |
|-----------|--------------|--------------|
| 1. face | 5. surprised | 8. bad |
| 2. shirt | 6. hits | 9. principal |
| 3. cry | 7. fight | 10. parents |
| 4. school | | |

Matching (p. 54)

- | | | | | | |
|------|------|------|------|------|------|
| 1. f | 2. e | 3. a | 4. b | 5. d | 6. c |
|------|------|------|------|------|------|

What Happened First? (p. 55)

- 4, 5, 7, 3, 1, 2, 6

School Rules (p. 56)

- | | | | | |
|--------|-------|--------|-------|-------|
| 1. yes | 2. no | 3. yes | 4. no | 5. no |
|--------|-------|--------|-------|-------|

Lesson 10

Check Yes or No (p. 59)

- | | | | |
|--------|--------|--------|---------|
| 1. yes | 4. no | 7. no | 10. no |
| 2. no | 5. yes | 8. yes | 11. yes |
| 3. yes | 6. yes | 9. yes | 12. no |

Complete the Sentences (p. 60)

- | | | |
|-------------|------------|-------------|
| 1. relaxing | 4. mother | 7. tomorrow |
| 2. toys | 5. mirror | 8. morning |
| 3. homework | 6. wasting | |

Matching (p. 60)

- | | | | | | |
|------|------|------|------|------|------|
| 1. e | 2. f | 3. a | 4. c | 5. d | 6. b |
|------|------|------|------|------|------|

This Week's Homework (p. 62)

- | | | |
|---------------|-------------|-----------|
| 1. Thursday | 3. 32 to 36 | 5. Friday |
| 2. 20 minutes | 4. three | |

Lesson 11

Check Yes or No (p. 65)

- | | | | |
|--------|--------|--------|---------|
| 1. no | 4. no | 7. yes | 10. no |
| 2. no | 5. yes | 8. no | 11. no |
| 3. yes | 6. no | 9. yes | 12. yes |

Underline the Word from the Story (p. 66)

- | | | | |
|-----------|--------|-----------|----------|
| 1. test | 3. ten | 5. recess | 7. Sorry |
| 2. papers | 4. do | 6. ready | |

Unscramble the Sentences (p. 66)

1. The students are having a spelling test.
2. The teacher is passing out papers.
3. You need to listen in class.
4. Number your papers from one to ten.

Who Says That? (p. 67)

- | | | |
|----------------|----------------|----------------|
| 1. Mrs. Cordua | 3. Tim | 5. Tim |
| 2. Tim | 4. Mrs. Cordua | 6. Mrs. Cordua |

Tim's Spelling Test (p. 68)

1. date
2. one
3. two
4. recess
5. return

Lesson 12**Check Yes or No (p. 71)**

- | | | | |
|--------|--------|--------|---------|
| 1. yes | 4. yes | 7. yes | 10. yes |
| 2. no | 5. yes | 8. no | 11. no |
| 3. no | 6. no | 9. no | 12. no |

Complete the Story (p. 72)

- | | | | |
|------------|------------|----------|----------|
| 1. bedtime | 3. pajamas | 5. older | 7. rest |
| 2. hours | 4. sleepy | 6. rule | 8. later |

Does Your Child Need More Sleep? (p. 74)

- | | |
|----------------------------|--------------------|
| 1. doctor's | 4. tall and strong |
| 2. school-age | 5. alert |
| 3. between 10 and 12 hours | |

Lesson 13**Check Yes or No (p. 77)**

- | | | | |
|--------|--------|--------|---------|
| 1. no | 4. yes | 7. yes | 10. yes |
| 2. no | 5. no | 8. no | |
| 3. yes | 6. yes | 9. no | |

What Is the Category? (p. 78)

- | Shops | Emotions | Footwear |
|-------------------|-----------------|-----------------|
| 1. bookstore | 1. angry | 1. boots |
| 2. clothing store | 2. disappointed | 2. sandals |
| 3. shoe store | 3. sad | 3. shoes |
| 4. toy store | 4. surprised | 4. sneakers |

Same Meaning (p. 78)

- | | |
|-----------------------|-----------------------|
| 1. feet are growing | 4. much cheaper |
| 2. shakes her head | 5. are very expensive |
| 3. a little different | 6. sad and angry |

Who Says That? (p. 79)

- | | | |
|----------|-----------|----------|
| 1. Jamal | 3. Tamika | 5. Jamal |
| 2. Jamal | 4. Tamika | |

Come to Shoe Palace! (p. 80)

- | | | |
|-------------|-------------------|-----------------|
| 1. Saturday | 3. from 30 to 60% | 5. 9:00 to 7:00 |
| 2. Square | 4. is free | |

Lesson 14**Check Yes or No (p. 83)**

- | | | | |
|--------|--------|--------|---------|
| 1. yes | 4. yes | 7. yes | 10. no |
| 2. no | 5. no | 8. no | 11. yes |
| 3. no | 6. no | 9. no | 12. yes |

Complete the Sentences (p. 84)

- | | | |
|--------------|--------------|------------|
| 1. apartment | 4. traffic | 7. whistle |
| 2. streets | 5. crosswalk | 8. careful |
| 3. left | 6. white | |

Matching (p. 84)

- | | | | | |
|------|------|------|------|------|
| 1. d | 2. c | 3. e | 4. b | 5. a |
|------|------|------|------|------|

Who Says That? (p. 85)

- | | | |
|-------------------|-------------------|------------|
| 1. Crossing Guard | 3. Natalie | 5. Natalie |
| 2. Natalie | 4. Crossing Guard | |

Crossing the Street (p. 86)

1. waiting to cross the street (circled)
2. walking outside the crosswalk
3. waiting for the crossing guard to say it's OK to cross the street (circled)
4. crossing in front of a car

Lesson 15**Check Yes or No (p. 89)**

- | | | | |
|--------|--------|--------|---------|
| 1. no | 4. no | 7. yes | 10. no |
| 2. yes | 5. yes | 8. yes | 11. yes |
| 3. no | 6. no | 9. no | |

What Is the Category? (p. 90)

- | Health Problems | Family Members | People at School |
|------------------------|-----------------------|-------------------------|
| 1. earache | 1. daughter | 1. attendance clerk |
| 2. fever | 2. father | 2. math teacher |
| 3. sore throat | 3. mother | 3. principal |
| 4. stomachache | 4. son | 4. school nurse |

Matching (p. 90)

- | | | | | | | |
|------|------|------|------|------|------|------|
| 1. g | 2. a | 3. f | 4. e | 5. b | 6. d | 7. c |
|------|------|------|------|------|------|------|

What Happened First? (p. 91)

- 4, 5, 1, 3, 7, 6, 2

A Message from the School (p. 92)

- | | |
|------------|-----------------|
| 1. Ellen | 4. September 30 |
| 2. office | 5. 555-3341 |
| 3. Emerson | |

From Home to School 1

Stories and Activities for Parents

Ann Gianola

From Home to School is an engaging series geared to parents of school-age children and serves as an excellent supplement to any Family Literacy, Adult Basic Education, or ESL program.

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From Home to School 1

Stories and Activities for Parents

Workbook

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Underline the Correct Verb

1. I (feel/feels) tired this morning.
2. The children (don't/doesn't) want to get up.
3. Does the boy (want/wants) to sleep?
4. We (don't want/doesn't want) to miss the school bus.
5. Mother (look/looks) at the clock.
6. Jessica eats breakfast and (brush/brushes) her teeth.
7. They (run/runs) to the bus stop.
8. The girls (yell/yells), "Wait!"
9. The bus driver (stop/stops) and (open/opens) the door.
10. (Is/Are) you lucky today?

You Write the Question

- | | |
|------------------------------------|-----------------------------|
| 1. <u>Do you feel tired today?</u> | Yes, I feel tired today. |
| 2. _____ | No, I don't want to get up. |
| 3. _____ | Yes, the bus comes at 7:15. |
| 4. _____ | No, the bus isn't leaving. |
| 5. _____ | Yes, I am lucky this time. |

Match Words and Pictures

get dressed

brush teeth

✓ comb hair



1. comb hair

2. _____

3. _____

Matching: Opposites

f

1. morning

a. open

2. dressed

b. early

3. lucky

c. slowly

4. quickly

d. put down

5. closed

e. stopped

6. coming

f. evening

7. pick up

g. undressed

8. late

h. going

9. asleep

i. unfortunate

10. started

j. awake

Check the Correct Picture

1.



a. _____

b. ✓

3.



a. _____

b. _____

2.



a. _____

b. _____

4.



a. _____

b. _____

Underline the Time You Hear

1. 7:15

7:50

7. 10:05

10:15

2. 2:30

3:20

8. 12:30

2:20

3. 9:40

9:14

9. 8:07

8:27

4. 1:10

1:30

10. 4:00

4:40

5. 3:31

3:41

11. 11:55

11:25

6. 6:40

6:45

12. 5:08

5:00

How Is the *e* Pronounced?

✓ be	breakfast	Emily	sees	yellow
bed	dressed	need	sleep	yells
begins	eats	opens	teeth	

feels

get

- | | |
|--------------|----------|
| 1. <u>be</u> | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |
| 5. _____ | 5. _____ |
| 6. _____ | 6. _____ |
| 7. _____ | 7. _____ |

Matching: Times

- | | |
|--------------|-------------------|
| ___ 1. 6:45 | a. nine thirty |
| ___ 2. 10:15 | b. twelve o'clock |
| ___ 3. 9:30 | c. eight fifty |
| ___ 4. 12:00 | d. six forty-five |
| ___ 5. 4:10 | e. four ten |
| ___ 6. 8:50 | f. ten fifteen |

Write Short Answers

1. Is the nurse doing eye exams now? Yes, she is.
2. Is it my turn? No, _____.
3. Are you covering your left eye? Yes, _____.
4. Is the third line easy to read? No, _____.
5. Are the letters too small? Yes, _____.
6. Can you see the board? No, _____.
7. Do you get headaches? Yes, _____.
8. Do your eyes feel tired? No, _____.
9. Is this letter from the nurse? Yes, _____.
10. Does she need glasses? No, _____.

Write the One-Word Comparative

1. The first line is (easy) easier to read than the last.
2. Do the letters on the left look (big) _____ than the letters on the right?
3. The board looks (clear) _____ when I wear my glasses.
4. The words in the newspaper are (small) _____ than the words in this book.

Underline the Correct Word

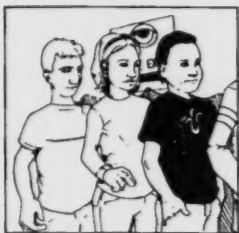
1. It's time for your eye (exam/examine).
2. It is his (tired/turn) now.
3. Please cover your (write/right) eye.
4. Can you read the letters on the (second/sending) line?
5. The letters on the (chair/chart) are too small.
6. Can you see the (board/bored) in the classroom?
7. Does he copy things (wrong/wrote)?
8. Layla's eyes feel tired, and she gets a (headache/backache).
9. Layla gives the letter to her (patients/parents).
10. You need to visit the (yes/eye) doctor.

Matching: Meanings

- | | |
|------------------|----------------------|
| ___ 1. exam | a. mother and father |
| ___ 2. difficult | b. test |
| ___ 3. small | c. pain in the head |
| ___ 4. below | d. hard |
| ___ 5. wrong | e. incorrect |
| ___ 6. headache | f. little |
| ___ 7. parents | g. under |

Check the Correct Picture

1.



a. _____



b. _____

2.



a. _____



b. _____

3.

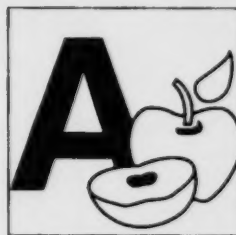


a. _____

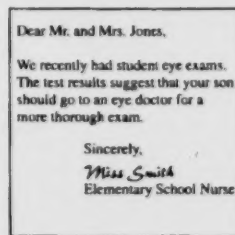


b. _____

4.



a. _____



b. _____

Underline the Word You Hear

1. week

work

7. stop

step

2. sitting

seating

8. see

sees

3. left

leave

9. tire

tired

4. easy

each

10. nurse

nervous

5. small

smell

11. right

ride

6. fourth

fifth

12. eyes

ice

How Is the Final s Pronounced?

✓charts

exams

lines

reads

stops

covers

headaches

points

sometimes

weeks

s

z

1. charts

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

Write the Words

Ordinal numbers show the order of things. Write the words for the ordinal numbers from 1 through 10.

1. first

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Write the Correct Question Word

Who	Where	How
-----	-------	-----

1. Where are they from? They are from Mexico.
2. _____ do you feel today? I feel fine today.
3. _____ does the boy feel? He feels shy.
4. _____ is your teacher? My teacher is Mrs. Shaw.
5. _____ do I sit? Sit at table three.
6. _____ can speak Spanish? Eva can speak Spanish.

Change *She* to *They*

1. She is 8 years old. They are 8 years old.
2. She is from Russia. _____
3. She sees many children. _____
4. She feels shy. _____
5. She sits at table three. _____
6. She has a new friend. _____

Match Words and Pictures

enter class

sit down

point to chair



1. _____

2. _____

3. _____

Matching: Opposites

1. first

a. exits

2. new

b. nervous

3. enters

c. difficult

4. many

d. old

5. sits

e. stands

6. empty

f. frown

7. easy

g. do

8. smile

h. few

9. calm

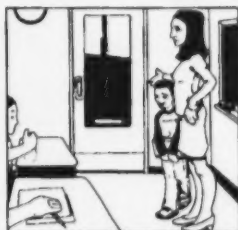
i. last

10. don't

j. full

Check the Correct Picture

1.



a. _____

b. _____

3.



a. _____

b. _____

2.



a. _____

b. _____

4.



a. _____

b. _____

Underline the Word You Hear

1. It is Juan's (first/fourth) day at school.
2. Is (he/she) from Mexico?
3. My daughter is only 11 (months/years) old.
4. (Everyone/No one) in the class speaks English.
5. We have a new (student/teacher).
6. Sit down at table number (two/three).
7. What does that word mean in (Spanish/English)?

How Is the *a* Pronounced?

came

day

name

table

can

have

Spanish

today

class

last

states

understand

late

at

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

6. _____

6. _____

Underline the Stressed Syllable

Mexico

begin

understand

Japan

Japanese

worry

everyone

language

speaking

teacher

across

united

empty

English

welcome

Write Tag Questions

1. You're getting ready for school, aren't you ?
2. We have time to eat, _____ ?
3. He likes cereal, _____ ?
4. I don't have time, _____ ?
5. Robert is going to eat at school, _____ ?
6. You ride the bus for 30 minutes, _____ ?
7. Catherine feels hungry, _____ ?
8. He isn't in the cafeteria, _____ ?
9. They serve lunch every day, _____ ?

Change *He* to *We*

1. He is getting ready now. _____
2. He needs to leave early. _____
3. He has no time to eat. _____
4. He is going to eat later. _____
5. He rides the school bus. _____
6. He is very hungry today. _____

Match Words and Pictures

catch the bus

leave the house

throw it away



1. _____

2. _____

3. _____

Matching: Meanings

_____ 1. pay attention to

_____ 2. cereal

_____ 3. son

_____ 4. understand

_____ 5. cafeteria

_____ 6. speak

_____ 7. container

_____ 8. year

_____ 9. ride

_____ 10. empty

a. place to get food

b. 12 months

c. travel on

d. listen to

e. get the meaning of

f. food or drink holder

g. male child

h. breakfast food

i. with nothing in it

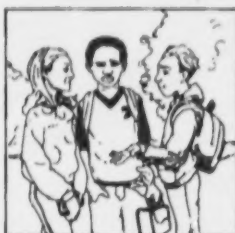
j. talk

Check the Correct Picture

1.



a. _____



b. _____

3.

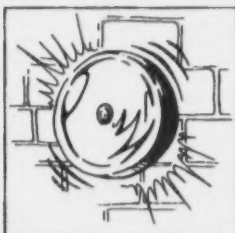


a. _____



b. _____

2.



a. _____



b. _____

4.



a. _____



b. _____

Underline the Word You Hear

1. I catch the (train/bus) at 7:00.
2. Is your (father/mother) in the kitchen?
3. Do you have time for some (cereal/sausage)?
4. There is a breakfast (menu/program) at school.
5. He wants his (son/child) to stay healthy.
6. We (ride/arrive) at school at 7:25.
7. The (school/student) cafeteria is on the right.

Underline the Stressed Syllable

hungry	attention	today
breakfast	healthy	banana
office	begin	container
something	cereal	daughter
away	Tuesday	menu

Change the Singular to Plural

Check *s*, *z*, or *iz* to show the correct pronunciation of the final sound.

		s	z	iz
1. yellow house	<u>yellow houses</u>	_____	_____	<u>✓</u>
2. new school	_____	_____	_____	_____
3. bus	_____	_____	_____	_____
4. empty bowl	_____	_____	_____	_____
5. heavy backpack	_____	_____	_____	_____
6. program	_____	_____	_____	_____
7. healthy son	_____	_____	_____	_____
8. good student	_____	_____	_____	_____
9. full glass	_____	_____	_____	_____

Underline the Correct Verb

1. His mother (is/are) sitting in the classroom.
2. (Is/Are) they talking to the teacher?
3. Fernando (helps/help) Pedro with his homework.
4. I (am/are) happy that you are here today.
5. Mrs. Ramirez (feel/feels) proud of her son.
6. (Is/Are) reading and math difficult for him?
7. You (need/needs) to read more at home.
8. My children (don't/doesn't) watch a lot of TV.
9. We (is/are) worried about that too.
10. Pedro's father (take/takes) him to the library.

You Write the Question

1. _____? Yes, the conference is today.
2. _____? No, she isn't his teacher.
3. _____? Yes, I am proud of my child.
4. _____? No, he doesn't read at home.
5. _____? Yes, you can check out books.

Complete the Sentences

classroom

library

return

help

readers

✓ third

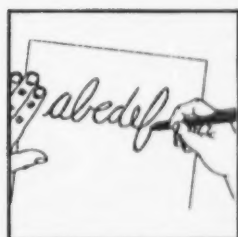
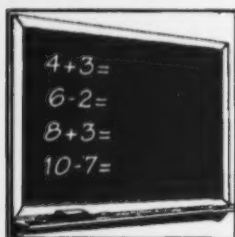
1. Our granddaughter is in the third grade.
2. Where is Miss Soto's _____ ?
3. She says that good students are also good _____.
4. Find books about baseball in the public _____.
5. You can _____ your daughters be good students.
6. Don't forget to _____ your books in two weeks.

Match Words and Pictures

Reading

Handwriting

Math



1. _____
2. _____
3. _____

Underline the Day and Time You Hear

- | | | |
|----------------------|--------------------|------------------|
| 1. Monday at 1:30 | Monday at 11:30 | Sunday at 11:30 |
| 2. Thursday at 10:30 | Tuesday at 10:30 | Thursday at 3:10 |
| 3. Wednesday at 2:45 | Wednesday at 12:45 | Friday at 2:55 |
| 4. Saturday at 12:00 | Saturday at 2:00 | Sunday at 12:00 |
| 5. Friday at 4:00 | Friday at 4:15 | Friday at 4:45 |
| 6. Thursday at 6:00 | Thursday at 7:00 | Thursday at 5:00 |
| 7. Monday at 8:15 | Monday at 8:45 | Monday at 8:10 |
| 8. Tuesday at 3:30 | Tuesday at 3:40 | Tuesday at 3:50 |

Underline the Word You Hear

1. Is he in the (second/sixth) grade?
2. I need to talk to your (mother/brother).
3. The teacher is concerned about her (reading/writing).
4. He needs help with his (spelling/science).
5. Their daughter is (beside/behind) the other students.
6. She is (concerned/worried) about that too.
7. Reading is very (important/unimportant).
8. Look for a good book about (baseball/basketball).

Underline the Words

Underline the words that have the same vowel sound you hear in the word *it*.

<u>sitting</u>	nice	smile	little
difficult	important	library	behind
nine	principal	inches	triangle
mile	miss	interesting	right

Put these Authors' Names in Alphabetical Order

___ Donaldson	___ Pekras	___ Yang
___ Burich	___ Novak	___ Fujita
<u>1</u> Aziz	___ Zimmerman	___ Davis
___ Mansour	___ Suero	___ King
___ Jimenez	___ Tran	___ Gallo
___ Walsh	___ Quimby	___ Bachman
___ Flynn	___ Ortega	___ Schmidt

Write Short Answers

1. Does Mrs. Yin volunteer in the class? Yes, _____.
2. Is your son in the first grade? No, _____.
3. Is she raising her hand? No, _____.
4. Does Eve understand the problem? Yes, _____.
5. Do you correct tests for the teacher? No, _____.
6. Can you volunteer again tomorrow? No, _____.

Write Each Sentence in the Negative

1. His daughter is in the fifth grade.

His daughter isn't in the fifth grade.

2. She volunteers in her son's class.

3. He can come on Tuesday.

4. They understand the problem.

5. I can correct these papers.

Complete the Sentences

corrects

grade

proud

time

flashcard

groups

raise

volunteer

1. Please _____ your hand if you have a question.
2. I want to spend _____ in my son's classroom.
3. Is your child in the second _____ this year?
4. Ina feels _____ when her mother comes to school.
5. We need someone to _____ on Wednesday.
6. Hold up the _____ and ask, "What is 3 + 4?"
7. Mr. Lopez always _____ papers for the teacher.
8. Who will work with those _____ of children?

Matching: Days

- | | |
|------------------|---|
| ___ 1. Sunday | a. the day between Monday and Wednesday |
| ___ 2. Monday | b. three days after Monday |
| ___ 3. Tuesday | c. the day before Sunday |
| ___ 4. Wednesday | d. the day after Saturday |
| ___ 5. Thursday | e. two days before Sunday |
| ___ 6. Friday | f. the day between Tuesday and Thursday |
| ___ 7. Saturday | g. the day before Tuesday |

Check the Correct Picture

1.



a. ____



b. ____

3.



a. ____



b. ____

2.



a. ____



b. ____

4.



a. ____



b. ____

Fill in the Addition Problems You Hear

1. $5 + \underline{3}$

8. $\underline{\quad} + 6$

2. $\underline{\quad} + 2$

9. $7 + \underline{\quad}$

3. $8 + \underline{\quad}$

10. $\underline{\quad} + 4$

4. $\underline{\quad} + 1$

11. $0 + \underline{\quad}$

5. $3 + \underline{\quad}$

12. $\underline{\quad} + 9$

6. $\underline{\quad} + 3$

13. $5 + \underline{\quad}$

7. $1 + \underline{\quad}$

14. $\underline{\quad} + 3$

Underline the Words

Underline the words that have the same vowel sound you hear in the word *grade*.

happy	raises	papers	small
addition	hand	aide	can
wake	asks	maybe	last
radio	phrase	that	explain

Change the Singular to Plural

Check *s* or *z* to show the correct pronunciation of the final sound.

		s	z
1. small group	_____	_____	_____
2. classroom	_____	_____	_____
3. active volunteer	_____	_____	_____
4. difficult problem	_____	_____	_____
5. flashcard	_____	_____	_____
6. grade	_____	_____	_____
7. question	_____	_____	_____
8. addition fact	_____	_____	_____
9. proud parent	_____	_____	_____

Write the Correct Question Word(s)

	Who	What	When	Where	How long
1.	_____	does Juan open?			He opens his backpack.
2.	_____	is the note from?			It is from Mr. Ryan.
3.	_____	are the tests?			They are next week.
4.	_____	kind of test is it?			It's a reading test.
5.	_____	does the test take?			It takes two hours.
6.	_____	do the children go?			They go to Room 6.
7.	_____	is ready to begin?			Juan is ready to begin.
8.	_____	is Juan's bedtime?			Juan's bedtime is 8:00.

Write the Two-Word Comparative

- This exam is (difficult) more difficult than the practice test we took yesterday.
- It is (important) _____ to listen than to talk.
- This breakfast is (nutritious) _____ than the one we had yesterday.
- Zack looks (tired) _____ than John right now.

Match Words and Pictures

backpack

breakfast

bedroom



1. _____

2. _____

3. _____

Matching: Meanings

___ 1. grade

___ 2. next

___ 3. suggests

___ 4. bed

___ 5. tired

___ 6. arrive

___ 7. early

___ 8. ready

___ 9. test

___ 10. every

a. proposes

b. class in school

c. weary

d. before the usual time

e. following at once

f. prepared

g. get to

h. place to sleep

i. each one

j. exam

Check the Correct Picture

1.



a. _____

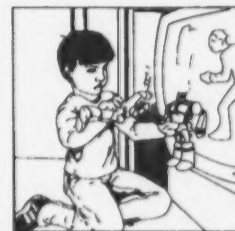


b. _____

3.



a. _____



b. _____

2.



a. _____



b. _____

4.



a. _____



b. _____

Write the Times You Hear

1. _____

8. _____

2. _____

9. _____

3. _____

10. _____

4. _____

11. _____

5. _____

12. _____

6. _____

13. _____

7. _____

14. _____

Underline the Words

Underline each word that has the same vowel sound you hear in the word *go*.

opens	who	low	road
phone	note	home	good
those	school	notebook	on
mother	from	forget	not
to	only	you	out
holiday	copy	month	long
Monday	also	other	got

Underline the Stressed Syllable

backpack	ready	language
activity	permission	arrive
material	announcement	important
principal	volunteer	result
information	student	understand
suggests	Friday	difficult

Write Tag Questions

1. Alfonso picks up Marla after school, _____ ?
2. Marla can sign up for soccer, _____ ?
3. The youth center is open, _____ ?
4. The children are playing soccer, _____ ?
5. She wants to play, _____ ?
6. The children wear uniforms, _____ ?
7. You don't play basketball, _____ ?
8. He doesn't know how much money it costs, _____ ?
9. He knows where the field is, _____ ?
10. You can call her parents, _____ ?

Change *He* to *I*

1. He picks up Marla. _____
2. He sees children playing. _____
3. He buys a soccer ball. _____
4. He doesn't know the cost. _____
5. He needs more information. _____
6. He can't say yes or no. _____

Complete the Sentences

cost

parents

play

time

field

pick up

soccer

uniform

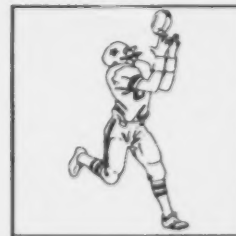
1. How much does it _____ to play that sport?
2. Call her _____ if you have any questions.
3. He doesn't know the day and _____ of practice.
4. Will my son need to wear a _____ ?
5. Is _____ the same as football?
6. Many children in the neighborhood _____ sports.
7. There is a large soccer _____ near my house.
8. You need to _____ your daughter after school.

Match Words and Pictures

football

swimming

tennis



1. _____
2. _____
3. _____

Underline the Telephone Number You Hear

- | | | |
|-------------|----------|----------|
| 1. 273-1531 | 275-1137 | 273-1351 |
| 2. 640-0951 | 649-0156 | 640-1590 |
| 3. 569-8326 | 579-8326 | 569-2683 |
| 4. 354-8619 | 354-8691 | 355-8619 |
| 5. 679-9924 | 697-9924 | 699-9924 |
| 6. 459-5658 | 559-5658 | 459-5856 |
| 7. 722-1415 | 720-1415 | 726-1415 |
| 8. 297-5155 | 257-4155 | 275-5154 |

Write the Prices You Hear

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

Underline the Words

Underline each word that has the same vowel sound you hear in the word *time*.

sign	information	uniform	girl
sometimes	child	excited	includes
practice	idea	right	until
quit	his	swimming	birth
Mexico	Kim	tonight	driver
pick	I	certificate	sidewalk

Change the Singular to Plural

Check *s*, *z*, or *iz* to show the correct pronunciation of the final sound.

	s	z	iz
1. youth center	_____	_____	_____
2. cost	_____	_____	_____
3. exercise	_____	_____	_____
4. soccer practice	_____	_____	_____
5. Wednesday	_____	_____	_____
6. football	_____	_____	_____
7. team sport	_____	_____	_____

Write Short Answers

1. Does your son come home at 4:00? Yes, _____.
2. Is your face dirty? No, _____.
3. Are you upset? Yes, _____.
4. Does he want to go to school? No, _____.
5. Is she surprised? Yes, _____.
6. Is that boy a nice person? No, _____.
7. Does he hurt people at school? Yes, _____.
8. Is your mother angry? No, _____.
9. Is fighting against school rules? Yes, _____.
10. Are Fred's parents happy? No, _____.

Write the One- or Two-Word Comparative

1. My child feels (afraid) _____ at school this year than last year.
2. Fred is (mean) _____ than the other children.
3. Fighting is a (serious) _____ problem at my son's new school than at his old one.
4. I am (upset) _____ by this than before.

Match Words and Pictures

fight

hug

cry



1. _____ 2. _____ 3. _____

Matching: Meanings

- | | |
|--------------------|-------------------------|
| _____ 1. dirty | a. scared |
| _____ 2. torn | b. hold close |
| _____ 3. mother | c. talk by telephone |
| _____ 4. afraid | d. in violation of |
| _____ 5. kick | e. head of a school |
| _____ 6. against | f. not clean |
| _____ 7. hug | g. strike with the foot |
| _____ 8. principal | h. female parent |
| _____ 9. shoes | i. footwear |
| _____ 10. call | j. ripped |

Check the Correct Picture

1.



a. _____



b. _____

3.



a. _____



b. _____

2.



a. _____



b. _____

4.



a. _____



b. _____

Underline the Word You Hear

1. dirty

duty

7. huge

hug

2. shirts

shorts

8. ruler

rules

3. after

afraid

9. report

repeat

4. that's

what's

10. upstairs

upset

5. anymore

anyone

11. begin

again

6. surprise

support

12. cereal

serious

Change the Singular to Plural

Check *s*, *z*, or *iz* to show the correct pronunciation of the final sound.

		s	z	iz
1. dirty face	_____	_____	_____	_____
2. torn shirt	_____	_____	_____	_____
3. kick	_____	_____	_____	_____
4. mother	_____	_____	_____	_____
5. principal	_____	_____	_____	_____
6. young girl	_____	_____	_____	_____
7. broken rule	_____	_____	_____	_____
8. surprise	_____	_____	_____	_____

Underline the Stressed Syllable

principal	librarian	instructor
custodian	secretary	assistant
administrator	supervisor	faculty
president	superintendent	counselor
answer	anymore	serious
information	allowed	suspended

Underline the Correct Verb

1. Iris (is/are) relaxing after school today.
2. (Are/Is) you watching TV?
3. They (don't/doesn't) want to do their homework.
4. After dinner, he (return/returns) to his toys.
5. Her mother and father (say/says), "Do your homework!"
6. The girl (don't/doesn't) want to study right now.
7. (Is/Are) she making funny faces in the mirror?
8. Why (is/are) you wasting time?
9. The children (need/needs) to go to bed soon.
10. We (don't/doesn't) have a lot of time in the morning.

You Write the Question

- | | |
|----------|-------------------------------|
| 1. _____ | Yes, I am relaxing now. |
| 2. _____ | No, I didn't do my homework. |
| 3. _____ | Yes, I want to eat dinner. |
| 4. _____ | No, I am not wasting time. |
| 5. _____ | Yes, my homework is finished. |

Underline the Correct Word

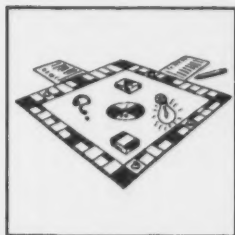
1. Iris is (watching/walking) TV.
2. She is playing with (toys/tongues).
3. Iris doesn't want to do (helping/homework).
4. She can do it (later/lately).
5. Iris looks in the (mirror/married).
6. Iris makes funny (first/faces).
7. Her mother is (after/angry) now.
8. She says that Iris is (waiting/wasting) time.
9. Iris wants to do (his/her) homework in the morning.
10. Homework comes before you (wash/watch) TV.

Match Words and Pictures

stuffed animal

board game

blocks



1. _____ 2. _____ 3. _____

Write the Words You Hear

Listen to the correct spelling of each school subject.
Write each word on the line.

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Underline the Assignment You Hear

1. Chapter 7, pages 84–89

Chapter 11, pages 85–89

2. Questions 1–15

Questions 1–50

3. Lesson 6, pages 18–21

Lesson 16, pages 80–91

4. Worksheets 11 and 12

Worksheets 11 and 14

5. Questions 13–30

Questions 23–30

6. Chapter 10, page 40

Chapter 10, page 14

7. Problems 90–100

Problems 19–100

8. Worksheets 73 and 74

Worksheets 74 and 75

Underline the Words

Underline each word that has the same vowel sound you hear in the word *funny*.

under	brush	studying	ruler
lunch	duplicate	useful	money
purse	returns	music	loud
subway	tongue	schedule	suit
comes	puts	Thursday	student
use	busy	usually	sun

Put these Students in Alphabetical Order by their Last Names

___ Iris King	___ Robert Scott
___ Austin Freeman	___ Marla Saldana
___ James Witt	___ Lauren Kinney
___ Rachel White	___ Isao Yukawa
___ Otto Schulze	___ Willem Grieg
___ Shamar Davis	___ Michelle Lambot
___ Bethany Behn	___ Isela Restova
___ Hai Phan	___ Ranya Shaarawi

Write Tag Questions

1. This is a spelling test, _____ ?
2. Mrs. Cordua is passing out papers, _____ ?
3. Mike is writing his name and the date, _____ ?
4. The children are listening, _____ ?
5. Tim isn't doing anything, _____ ?
6. He is thinking about recess, _____ ?
7. You want to play ball, _____ ?
8. The first word is *listen*, _____ ?
9. They are not ready, _____ ?

Change *He* to *You*

1. He has a spelling test. _____
2. He writes the date. _____
3. He isn't listening. _____
4. He thinks about recess. _____
5. He doesn't hear the word. _____
6. He needs to listen. _____

Complete the Sentences

directions	passing out	recess	test
number	ready	spelling	words

1. I am not _____! Please repeat number one.
2. We can play ball at _____.
3. Please listen and follow _____.
4. Is the teacher _____ papers?
5. You need to _____ your papers from one to ten.
6. How many _____ will be on the spelling test?
7. Write your name and the date on your _____.
8. We have a _____ test tomorrow. Please study.

Matching: Meanings

- | | |
|---------------------|-------------------------------|
| _____ 1. play | a. instructions |
| _____ 2. directions | b. round object used in games |
| _____ 3. follow | c. try to hear |
| _____ 4. recess | d. have fun |
| _____ 5. ball | e. break from class |
| _____ 6. listen | f. act according to |

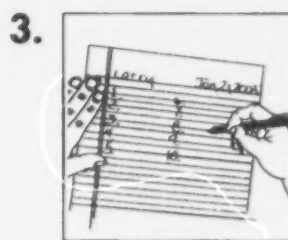
Check the Correct Picture



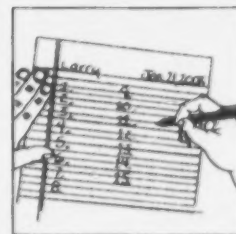
a. _____



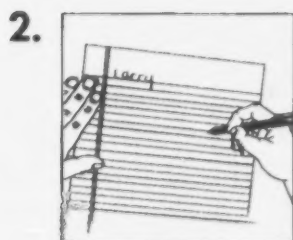
b. _____



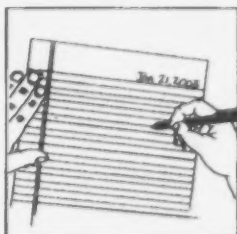
a. _____



b. _____



a. _____



b. _____



a. _____



b. _____

Write the Words You Hear

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Underline the Words

Underline the words that have the same soft *th* sound you hear in the word *think*.

three	third	then	thirsty
thousand	through	thing	that
thumb	father	thrilled	thank
clothes	throw	youth	math
Thursday	thin	their	teeth
the	those	this	they

Write the Words

Write the words for the numbers 1 through 10.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Write the Correct Question Word(s)

Who	Where	How long
What	How	How old

- _____ is Mary? Mary is 6 years old.
- _____ does she sleep? She sleeps 10 hours.
- _____ day is tomorrow? It's Friday.
- _____ does Mary feel? She feels sad.
- _____ stays up late? Her sister stays up late.
- _____ does Mary go today? She goes to school.

Write Each Sentence in the Negative

- The boy is 12 years old.

- I need 10 hours of sleep a night.

- They want to go to bed.

- She can stay up later tomorrow night.

Underline the Correct Word

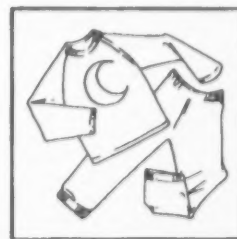
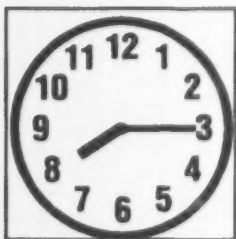
1. Adela's (bedroom/bedtime) is 9:00.
2. My daughter needs 10 (horse/hours) of sleep.
3. I need to get up (early/earring) for work.
4. It's time to brush your (teenager/teeth).
5. You have another 10 (minimum/minutes) before bed.
6. I'm not (sleepless/sleepy). Can I stay up?
7. Her son goes to bed later on (Friday/friendly).
8. Your bedtime is 8:00. That's the (rude/rule).

Match Words and Pictures

pajamas

clock

toothbrush



1. _____ 2. _____ 3. _____

Underline the Verb You Hear

- | | | | |
|-----------|---------|---------|-------|
| 1. need | needs | 5. feel | feels |
| 2. tell | tells | 6. have | has |
| 3. put on | puts on | 7. go | goes |
| 4. stay | stays | 8. want | wants |

Underline the Time You Hear

1. My children go to bed at (8:15/8:30).
2. It's (7:30/7:45). It's time to brush your teeth.
3. Her sister stays up until about (10:00/10:15).
4. It's (4:20/4:30). What time does the movie start?
5. The bus stops here at (3:30/3:45).
6. Your bedtime is (8:00/9:00).
7. ~~We~~ are eating dinner at (6:00/6:30) tonight.
8. It's (9:30/9:50). Turn off the TV.

Underline the Words

Underline the words that have the same vowel sound you hear in the word *school*.

rule	mother	new	blue
hour	two	full	tooth
soup	brush	put	you
house	good	spoon	door
noon	fruit	food	grow

Rewrite Each Sentence Correctly

1. Marys Bedtime is 8,00.

Mary's bedtime is 8:00.

2. "you need to be in bed now, says her mother

3. mary asks, "can I please stay up a little later.

4. no says marys Mother. your bedtime is right now.

Write Short Answers

1. Are they at the shopping center? Yes, _____.
2. Does your son need a new shirt? No, _____.
3. Does Tamika look at the price tags? Yes, _____.
4. Is Jamal looking at the cheaper shoes? No, _____.
5. Are these shoes on sale? Yes, _____.
6. Is her son looking at the price? No, _____.
7. Is \$100 too much to spend on shoes? Yes, _____.
8. Are your child's feet still growing? Yes, _____.

Write Each Sentence in the Negative

1. I need new shoes.

2. There are a lot of shoes here.

3. These shoes are very expensive.

4. He wants the black shoes.

Complete the Sentences

again

expensive

price tag

shoe store

everyone

grow

shakes

spend

1. The _____ is inside the shoe.
2. Mrs. Bradley can't _____ more than \$30.
3. Is there a _____ in this shopping center?
4. You are young, so your feet will still _____.
5. Mother _____ her head. She can't pay \$100.
6. Jamal wants the shoes that _____ wears.
7. These shoes are too _____. We can't afford them.
8. My feet have grown so I need new shoes _____.

Matching: Opposites

- | | |
|--------------------|------------|
| _____ 1. work | a. below |
| _____ 2. inside | b. nobody |
| _____ 3. above | c. play |
| _____ 4. everyone | d. outside |
| _____ 5. expensive | e. false |
| _____ 6. true | f. cheap |

Check the Correct Picture

1.



a. _____



b. _____

3.



a. _____



b. _____

2.



a. _____



b. _____

4.



a. _____



b. _____

Underline the Price You Hear

- | | | |
|------------|---------|---------|
| 1. \$33.98 | \$39.83 | \$33.89 |
| 2. \$57.24 | \$57.42 | \$52.24 |
| 3. \$91.40 | \$19.40 | \$91.04 |
| 4. \$12.56 | \$12.58 | \$21.58 |
| 5. \$60.23 | \$60.32 | \$60.13 |
| 6. \$25.72 | \$52.72 | \$27.52 |
| 7. \$83.99 | \$89.33 | \$83.33 |

Complete Each Word with *sh* or *ch*.

Then practice saying the words.

<u>s</u> <u>h</u> oe	__ __ eaper	__ __ ampoo	__ __ apter
__ __ air	__ __ eck	__ __ ort	__ __ annel
__ __ irt	__ __ ange	__ __ art	__ __ arp
__ __ ape	__ __ e	__ __ ild	__ __ ut
__ __ ower	__ __ akes	__ __ eese	__ __ alk

Write the Words

Write the words for the numbers below.

- | | |
|-----------|------------|
| 11. _____ | 20. _____ |
| 12. _____ | 30. _____ |
| 13. _____ | 40. _____ |
| 14. _____ | 50. _____ |
| 15. _____ | 60. _____ |
| 16. _____ | 70. _____ |
| 17. _____ | 80. _____ |
| 18. _____ | 90. _____ |
| 19. _____ | 100. _____ |

Underline the Correct Verb

1. Natalie and Marie (live/lives) near the school.
2. Do you (need/needs) to cross many streets?
3. My daughter (wait/waits) at every corner.
4. This corner (have/has) a traffic light.
5. Does Ann (see/sees) the "Walk" sign?
6. The children's school (is/are) on a busy street.
7. (Is/Are) there a crosswalk in front of the school?
8. A crossing guard (stand/stands) on the corner.
9. Mr. Ramirez (tell/tells) the children when to cross.
10. No one (want/wants) to get hurt.

You Write the Question

1. _____? No, I don't walk to school.
2. _____? Yes, I wait at the corner.
3. _____? Yes, there is a crosswalk.
4. _____? Yes, I heard a whistle blow.
5. _____? Yes, she is a crossing guard.

Underline the Correct Word

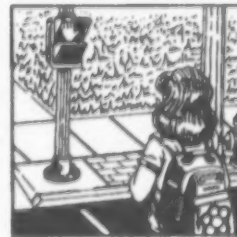
1. Natalie (walks/wakes) to school.
2. She needs to cross many (streets/sheets).
3. She looks to the (leave/left) and to the right.
4. Some corners have (terrific/traffic) lights.
5. Her school is on a (busy/buy) street.
6. A crossing (guard/grand) stands on the corner.
7. He tells children when it is (save/safe) to cross.
8. Natalie doesn't want to get (hurt/heart).

Match Words and Pictures

traffic light

crosswalk

crossing guard



1. _____ 2. _____ 3. _____

Underline the Verb You Hear

- | | | | |
|----------|--------|----------|-------|
| 1. push | pushes | 6. blow | blows |
| 2. wait | waits | 7. tell | tells |
| 3. look | looks | 8. want | wants |
| 4. have | has | 9. walk | walks |
| 5. stand | stands | 10. stop | stops |

What Do You Do?

Listen to the tape, and underline what you do.

- | | | | |
|---------|------------|----------|------------|
| 1. Walk | Don't Walk | 6. Walk | Don't Walk |
| 2. Walk | Don't Walk | 7. Walk | Don't Walk |
| 3. Walk | Don't Walk | 8. Walk | Don't Walk |
| 4. Walk | Don't Walk | 9. Walk | Don't Walk |
| 5. Walk | Don't Walk | 10. Walk | Don't Walk |

Underline the Words

Underline the words that have the same hard g sound you hear in the word *guard*.

general	orange	age	gasoline
girls	glasses	gym	gentleman
giraffe	genius	germ	group
gallon	grandfather	grade	ground
eggs	begin	page	growing

Rewrite Each Sentence Correctly

1. remember to wait at every corner

2. i dont cross until I look both ways,

3. please Walk between the two yellow lines?

4. is it safe to cross the street here.

Write Tag Questions

1. Willie doesn't feel well this morning, _____ ?
2. Katie has a stomachache, _____ ?
3. You can't go to school today, _____ ?
4. His father is calling the office, _____ ?
5. Your last name is Shea, _____ ?
6. She isn't a third grader, _____ ?
7. You need to take care of your son, _____ ?
8. She is giving him some medicine, _____ ?
9. Willie still has a fever, _____ ?
10. His mother can stay home tomorrow, _____ ?

Change *I* to *She*

1. I don't feel well. _____
2. I have a fever. _____
3. I need to rest at home. _____
4. I can't go to school. _____
5. I call in sick to work. _____
6. I take some medicine. _____

Match Words and Pictures

rest at home

call the office

take medicine



1. _____

2. _____

3. _____

Matching: Opposites

___ 1. absent

___ 2. first

___ 3. sick

___ 4. rest

___ 5. a little

___ 6. question

___ 7. give

___ 8. better

___ 9. day

___ 10. student

a. well

b. a lot

c. take

d. night

e. worse

f. activity

g. answer

h. teacher

i. present

j. last

Check the Correct Picture

1.



a. _____

b. _____

3.



a. _____

b. _____

2.



a. _____

b. _____

4.



a. _____

b. _____

Write the Number

Listen to the recording, and write the number for each option.

_____ Nurse

_____ Main office

_____ Attendance

_____ Directions

_____ Principal

_____ Teacher

_____ Bus garage

_____ Library

Complete Each Word with the Vowels

a, e, i, o, or u

Then practice saying the words.

v_i_r_u_s

h__ _d__ch__

c__ _gh

s__r__ thr__ _t

_nf__ct__ _n

c__ld

f__v__r

r__sh

_ _r__ch__

fl__

st__m__ch__ch__

t__ _th__ch__

Rewrite Each Sentence Correctly

1. willies father calls the office at school

2. "what is your First Name, asks the clerk

3. Willie rests at home all day?

4. he feels a little better but he still has a fever

5. tomorrow willies mother needs to stay home from work

Listening Exercise Prompts

Lesson 1

Check the Correct Picture (page 6)

1. His mother tells him to get up every morning.
2. Remember to comb your hair.
3. Pick up your backpack before you go.
4. The bus stop is on the corner.

Underline the Time You Hear (page 6)

- | | | | |
|---------|---------|----------|-----------|
| 1. 7:50 | 4. 1:10 | 7. 10:15 | 10. 4:00 |
| 2. 3:20 | 5. 3:31 | 8. 12:30 | 11. 11:55 |
| 3. 9:40 | 6. 6:45 | 9. 8:27 | 12. 5:00 |

Lesson 2

Check the Correct Picture (page 10)

1. It is her turn now.
2. Cover your left eye and read the second line.
3. He is pointing to the chart.
4. I'm sending a letter to your parents.

Underline the Word You Hear (page 10)

- | | | | |
|------------|----------|----------|-----------|
| 1. week | 4. easy | 7. stop | 10. nurse |
| 2. sitting | 5. small | 8. sees | 11. ride |
| 3. leave | 6. fifth | 9. tired | 12. eyes |

Lesson 3

Check the Correct Picture (page 14)

1. There is a new boy in the class.
2. She turns to her friend.
3. There is still one empty chair.
4. Vanessa feels better now.

Underline the Word You Hear (page 14)

1. It is Juan's first day at school.
2. Is she from Mexico?
3. My daughter is only 11 months old.
4. Everyone in the class speaks English.
5. We have a new teacher.
6. Sit down at table number three.
7. What does that word mean in Spanish?

Lesson 4

Check the Correct Picture (page 18)

1. He is getting ready for school.
2. The bell rings at 7:40.

3. Today they are serving cereal.
4. Remember to throw away your container.

Underline the Word You Hear (page 18)

1. I catch the train at 7:00.
2. Is your mother in the kitchen?
3. Do you have time for some cereal?
4. There is a breakfast program at school.
5. He wants his child to stay healthy.
6. We arrive at school at 7:25.
7. The school cafeteria is on the right.

Lesson 5

Underline the Day and Time You Hear (page 22)

1. His conference is Monday at 11:30.
2. Can you volunteer on Tuesday at 10:30?
3. She is expecting your parents on Wednesday at 2:45.
4. The book fair is on Saturday at 12:00.
5. Your father can come on Friday at 4:45.
6. Back to School Night is Thursday at 6:00.
7. The teacher's earliest conference is Monday at 8:10.
8. I'll see you on Tuesday at 3:30.

Underline the Word You Hear (page 22)

1. Is he in the second grade?
2. I need to talk to your mother.
3. The teacher is concerned about her writing.
4. He needs help with his spelling.
5. Their daughter is behind the other students.
6. She is worried about that too.
7. Reading is very important.
8. Look for a good book about basketball.

Lesson 6

Check the Correct Picture (page 26)

1. Mrs. Ho volunteers in her son's class.
2. That boy is raising his hand.
3. She works with small groups of children.
4. I am proud to see my mother at school.

Complete the Addition Problems You Hear (page 26)

- | | | | |
|----------|----------|----------|----------|
| 1. 5 + 3 | 3. 8 + 0 | 5. 3 + 4 | 7. 1 + 5 |
| 2. 8 + 2 | 4. 6 + 1 | 6. 7 + 3 | 8. 2 + 6 |

9. $7 + 2$ 11. $0 + 6$ 13. $5 + 4$
 10. $4 + 4$ 12. $1 + 9$ 14. $6 + 3$

Lesson 7

Check the Correct Picture (page 30)

1. Here is your breakfast.
2. The math test begins at 9:30.
3. Please go to bed early.
4. He looks very tired this morning.

Write the Times You Hear (page 30)

1. The test begins at 9:00.
2. We usually have breakfast at 7:30.
3. Please arrive at school by 8:15.
4. You need to be in bed at 8:30.
5. There will be a science test tomorrow at 10:00.
6. It's 11:00. The test is over.
7. Can you pick him up at 3:00 today?
8. Juan was here at 8:00 yesterday morning.
9. It's 6:30. What do you want for breakfast?
10. We need to leave at exactly 7:00.
11. Does the last test begin at 10:30?
12. It's 12:00. We can stop for today.
13. The math test begins at 1:45.
14. Your father will pick you up at 4:30.

Lesson 8

Underline the Telephone Number You Hear (page 34)

- | | |
|-------------|-------------|
| 1. 273-1351 | 5. 679-9924 |
| 2. 640-0951 | 6. 559-5658 |
| 3. 579-8326 | 7. 726-1415 |
| 4. 354-8691 | 8. 297-5155 |

Write the Prices You Hear (page 34)

1. The basketball league charges \$45.
2. The soccer shoes are \$22.
3. The uniform costs \$25.
4. Are the balls \$19 each?
5. The gym costs are \$30 a month.
6. You can buy a helmet like this for \$27.
7. These long socks are \$4 a pair.
8. The team swimsuit is \$38.
9. Gymnastics costs \$40 a month.
10. Each aerobics class is \$6.
11. It costs \$3 to swim at the public pool.
12. Youth baseball is \$85 for the season.
13. I need \$11 for a team shirt.
14. The total comes to \$51.

Lesson 9

Check the Correct Picture (page 38)

1. His face isn't dirty.
2. Her shirt is torn.
3. Why are you crying?
4. His mother gives him a hug.

Underline the Word You Hear (page 38)

- | | | | |
|-----------|-------------|-----------|--------------|
| 1. dirty | 4. what's | 7. huge | 10. upstairs |
| 2. shorts | 5. anyone | 8. rules | 11. again |
| 3. after | 6. surprise | 9. repeat | 12. cereal |

Lesson 10

Write the Words You Hear (page 42)

1. math: m-a-t-h
2. science: s-c-i-e-n-c-e
3. language: l-a-n-g-u-a-g-e
4. handwriting: h-a-n-d-w-r-i-t-i-n-g
5. social studies: s-o-c-i-a-l-s-t-u-d-i-e-s
6. geography: g-e-o-g-r-a-p-h-y
7. spelling: s-p-e-l-l-i-n-g
8. reading: r-e-a-d-i-n-g

Underline the Assignment You Hear (page 42)

1. Chapter 11, pages 85-89
2. Questions 1 through 50
3. Lesson 6, pages 18 through 21
4. Worksheets 11 and 12
5. Questions 23 through 30
6. Chapter 10, page 40
7. Problems 90 through 100
8. Worksheets 74 and 75

Lesson 11

Check the Correct Picture (page 46)

1. The teacher is passing out papers.
2. Larry is writing the date.
3. Number your papers from 1 to 15.
4. It's time for the test.

Write the Words You Hear (page 46)

- | | | | |
|-----------|-----------|-----------|-------------|
| 1. listen | 3. spell | 5. follow | 7. children |
| 2. paper | 4. pencil | 6. sorry | 8. recess |

Lesson 12

Underline the Verb You Hear (page 50)

- | | | | |
|---------|-----------|----------|----------|
| 1. need | 3. put on | 5. feels | 7. goes |
| 2. tell | 4. stays | 6. have | 8. wants |

Underline the Time You Hear (page 50)

1. My children go to bed at 8:30.
2. It's 7:45. It's time to brush your teeth.
3. Her sister stays up until about 10:00.
4. It's 4:30. What time does the movie start?
5. The bus stops here at 3:45.
6. Your bedtime is 8:00.
7. We are eating dinner at 6:00 tonight.
8. It's 9:30. Turn off the TV.

Lesson 13**Check the Correct Picture (page 54)**

1. My son needs new shoes.
2. He jumps up and down and says, "Please!"
3. Her shoes are too small.
4. Their daughter is angry.

Underline the Price You Hear (page 54)

1. \$33.89
2. \$57.42
3. \$19.40
4. \$12.56
5. \$60.32
6. \$27.52
7. \$83.99

Lesson 14**Underline the Verb You Hear (page 58)**

1. pushes
2. waits
3. look
4. has
5. stands
6. blows
7. tells
8. want
9. walks
10. stop

What Do You Do? (page 58)

1. A car is coming.
2. It's OK to go.
3. Watch out for the truck.

4. The crossing guard stopped the traffic.
5. It's clear now.
6. You can cross safely.
7. Wait! The light is red.
8. Be careful. That bus is turning.
9. The sign says, "Don't walk."
10. The crossing guard says it's safe to cross.

Lesson 15**Check the Correct Picture (page 62)**

1. Her daughter has a fever.
2. She needs to rest today.
3. Her father needs to stay home from work.
4. Here is some medicine for your fever.

Write the Number (page 62)

You have reached River Park Elementary School. Listen carefully to the following options. To leave a message for a teacher, press 1. To speak to someone in the attendance office, press 2. To leave a message for the principal, press 3. For the school nurse, press 4. For the library, press 5. To reach the bus garage, press 6. To get directions to the school, press 7. To speak to the operator in the main office, press 0. Thank you.

Answer Key

Lesson 1**Underline the Correct Verb (page 4)**

1. feel
2. don't
3. want
4. don't want
5. looks
6. brushes
7. run
8. yell
9. stops, opens
10. Are

You Write the Question (page 4)

1. Do you feel tired today?
2. Do you want to get up?
3. Does the bus come at 7:15?
4. Is the bus leaving?
5. Are you lucky this time?

Match Words and Pictures (page 5)

1. comb hair
2. get dressed
3. brush teeth

Matching: Opposites (page 5)

1. f
2. g
3. i
4. c
5. a
6. h
7. d
8. b
9. j
10. e

Check the Correct Picture (page 6)

1. b
2. b
3. a
4. b

Underline the Time You Hear (page 6)

1. 7:50
2. 3:20
3. 9:40
4. 1:10
5. 3:31
6. 6:45
7. 10:15
8. 12:30
9. 8:27
10. 4:00
11. 11:55
12. 5:00

How Is the e Pronounced? (page 7)**feels**

1. be
2. begins
3. eats
4. need
5. sees
6. sleep
7. teeth

get

1. bed
2. breakfast
3. dressed
4. Emily
5. opens
6. yellow
7. yells

Matching: Times (page 7)

1. d 2. f 3. a 4. b 5. e 6. c

Lesson 2**Write Short Answers (page 8)**

- | | |
|-----------------------------------|----------------------|
| 1. Yes, she is. | 6. No, I can't. |
| 2. No, it's not. OR No, it isn't. | 7. Yes, I do. |
| 3. Yes, I am. | 8. No, they don't. |
| 4. No, it's not. OR No, it isn't. | 9. Yes, it is. |
| 5. Yes, they are. | 10. No, she doesn't. |

Write the One-Word Comparative (page 8)

1. easier 2. bigger 3. clearer 4. smaller

Underline the Correct Word (page 9)

- | | | | |
|----------|-----------|-------------|---------|
| 1. exam | 4. second | 7. wrong | 10. eye |
| 2. turn | 5. chart | 8. headache | |
| 3. right | 6. board | 9. parents | |

Matching: Meanings (page 9)

1. b 2. d 3. f 4. g 5. e 6. c 7. a

Check the Correct Picture (page 10)

1. b 2. a 3. a 4. b

Underline the Word You Hear (page 10)

- | | | | |
|------------|----------|----------|-----------|
| 1. week | 4. easy | 7. stop | 10. nurse |
| 2. sitting | 5. small | 8. sees | 11. ride |
| 3. leave | 6. fifth | 9. tired | 12. eyes |

How Is the Final s Pronounced? (page 11)**s**

1. charts
2. headaches
3. points
4. stops
5. weeks

z

1. covers
2. exams
3. lines
4. reads
5. sometimes

Write the Words (page 11)

- | | | | |
|-----------|-----------|------------|-----------|
| 1. first | 4. fourth | 7. seventh | 10. tenth |
| 2. second | 5. fifth | 8. eighth | |
| 3. third | 6. sixth | 9. ninth | |

Lesson 3**Write the Correct Question Word (page 12)**

- | | | |
|----------|--------|----------|
| 1. Where | 3. How | 5. Where |
| 2. How | 4. Who | 6. Who |

Change She to They (page 12)

1. They are 8 years old.
2. They are from Russia.
3. They see many children.
4. They feel shy.
5. They sit at table three.
6. They have a new friend.

Match Words and Pictures (page 13)

1. point to chair 2. enter class 3. sit down

Matching: Opposites (page 13)

- | | | | | |
|------|------|------|------|-------|
| 1. i | 3. a | 5. e | 7. c | 9. b |
| 2. d | 4. h | 6. j | 8. f | 10. g |

Check the Correct Picture (page 14)

1. b 2. a 3. a 4. a

Underline the Word You Hear (page 14)

- | | | | |
|----------|-------------|------------|------------|
| 1. first | 3. months | 5. teacher | 7. Spanish |
| 2. she | 4. Everyone | 6. three | |

How Is the a Pronounced? (page 15)**late****at**

- | | |
|-----------|---------------|
| 1. came | 1. can |
| 2. day | 2. class |
| 3. name | 3. have |
| 4. states | 4. last |
| 5. table | 5. Spanish |
| 6. today | 6. understand |

Underline the Stressed Syllable (page 15)

- | | | | |
|-----------------|-----------------|-------------------|-----------------|
| <u>Mexico</u> | <u>empty</u> | <u>across</u> | <u>speaking</u> |
| <u>Japan</u> | <u>begin</u> | <u>English</u> | <u>united</u> |
| <u>everyone</u> | <u>Japanese</u> | <u>understand</u> | <u>welcome</u> |
| <u>teacher</u> | <u>language</u> | <u>worry</u> | |

Lesson 4**Write Tag Questions (page 16)**

- | | | |
|----------------|---------------|-----------------|
| 1. aren't you? | 4. do I? | 7. doesn't she? |
| 2. don't we? | 5. isn't he? | 8. is he? |
| 3. doesn't he? | 6. don't you? | 9. don't they? |

Change He to We (page 16)

1. We are getting ready now.
2. We need to leave early.
3. We have no time to eat.
4. We are going to eat later.

5. We ride the school bus.
6. We are very hungry today.

Match Words and Pictures (page 17)

1. catch the bus
2. throw it away
3. leave the house

Matching: Meanings (page 17)

- | | | | | |
|------|------|------|------|-------|
| 1. d | 3. g | 5. a | 7. f | 9. c |
| 2. h | 4. e | 6. j | 8. b | 10. i |

Check the Correct Picture (page 18)

- | | | | |
|------|------|------|------|
| 1. a | 2. a | 3. a | 4. a |
|------|------|------|------|

Underline the Word You Hear (page 18)

- | | | | |
|-----------|------------|-----------|-----------|
| 1. train | 3. cereal | 5. child | 7. school |
| 2. mother | 4. program | 6. arrive | |

Underline the Stressed Syllable (page 19)

- | | | | |
|------------------|------------------|----------------|-----------------|
| <u>hungry</u> | <u>away</u> | <u>cereal</u> | container |
| <u>breakfast</u> | <u>attention</u> | <u>Tuesday</u> | <u>daughter</u> |
| <u>office</u> | <u>healthy</u> | <u>today</u> | <u>menu</u> |
| <u>something</u> | <u>begin</u> | <u>banana</u> | |

Change the Singular to Plural (page 19)

- | | |
|--------------------|----|
| 1. yellow houses | iz |
| 2. new schools | z |
| 3. buses | iz |
| 4. empty bowls | z |
| 5. heavy backpacks | s |
| 6. programs | z |
| 7. healthy sons | z |
| 8. good students | s |
| 9. full glasses | iz |

Lesson 5

Underline the Correct Verb (page 20)

- | | | | |
|----------|----------|----------|-----------|
| 1. is | 4. am | 7. need | 10. takes |
| 2. Are | 5. feels | 8. don't | |
| 3. helps | 6. Are | 9. are | |

You Write the Question (page 20)

1. Is the conference today?
2. Is she his teacher?
3. Are you proud of your child?
4. Does he read at home?
5. Can you check out books?

Complete the Sentences (page 21)

- | | | |
|--------------|------------|-----------|
| 1. third | 3. readers | 5. help |
| 2. classroom | 4. library | 6. return |

Match Words and Pictures (page 21)

- | | | |
|---------|----------------|------------|
| 1. Math | 2. Handwriting | 3. Reading |
|---------|----------------|------------|

Underline the Day and Time You Hear (page 22)

- | | |
|----------------------|---------------------|
| 1. Monday at 11:30 | 5. Friday at 4:45 |
| 2. Tuesday at 10:30 | 6. Thursday at 6:00 |
| 3. Wednesday at 2:45 | 7. Monday at 8:10 |
| 4. Saturday at 12:00 | 8. Tuesday at 3:30 |

Underline the Word You Hear (page 22)

- | | | | |
|-----------|-------------|------------|---------------|
| 1. second | 3. writing | 5. behind | 7. important |
| 2. mother | 4. spelling | 6. worried | 8. basketball |

Underline the Words (page 23)

- | | | | |
|-----------|-----------|--------|-------------|
| sitting | important | miss | interesting |
| difficult | principal | inches | little |

Put these Authors in Alphabetical Order (page 23)

- | | | | | | | |
|---|----|----|----|----|----|----|
| 5 | 11 | 6 | 21 | 15 | 7 | 8 |
| 3 | 9 | 14 | 17 | 13 | 4 | 2 |
| 1 | 19 | 12 | 18 | 20 | 10 | 16 |

Lesson 6

Write Short Answers (page 24)

1. Yes, she does.
2. No, he's not. OR No, he isn't
3. No, she isn't. OR No, she's not.
4. Yes, she does.
5. No, I don't.
6. No, I can't.

Write Each Sentence in the Negative (page 24)

1. His daughter isn't in the fifth grade.
2. She doesn't volunteer in her son's class.
3. He can't come on Tuesday.
4. They don't understand the problem.
5. I can't correct these papers.

Complete the Sentences (page 25)

- | | | | |
|----------|----------|--------------|-------------|
| 1. raise | 3. grade | 5. volunteer | 7. corrects |
| 2. time | 4. proud | 6. flashcard | 8. groups |

Matching: Days (page 25)

- | | | | |
|------|------|------|------|
| 1. d | 3. a | 5. b | 7. c |
| 2. g | 4. f | 6. e | |

Check the Correct Picture (page 26)

- | | | | |
|------|------|------|------|
| 1. b | 2. a | 3. b | 4. a |
|------|------|------|------|

Fill in the Addition Problems You Hear (page 26)

- | | | | |
|--------|--------|---------|---------|
| 1. 5+3 | 5. 3+4 | 9. 7+2 | 13. 5+4 |
| 2. 8+2 | 6. 7+3 | 10. 4+4 | 14. 6+3 |
| 3. 8+0 | 7. 1+5 | 11. 0+6 | |
| 4. 6+1 | 8. 2+6 | 12. 1+9 | |

Underline the Words (page 27)

wake	raises	papers	maybe
radio	phrase	aide	explain

Change the Singular to Plural (page 27)

- | | |
|-----------------------|---|
| 1. small groups | s |
| 2. classrooms | z |
| 3. active volunteers | z |
| 4. difficult problems | z |
| 5. flashcards | z |
| 6. grades | z |
| 7. questions | z |
| 8. addition facts | s |
| 9. proud parents | s |

Lesson 7**Write the Correct Question Word(s) (page 28)**

- | | | | |
|---------|---------|-------------|---------|
| 1. What | 3. When | 5. How long | 7. Who |
| 2. Who | 4. What | 6. Where | 8. When |

Write the Two-Word Comparative (page 28)

- | | |
|-------------------|--------------------|
| 1. more difficult | 3. more nutritious |
| 2. more important | 4. more tired |

Match Words and Pictures (page 29)

- | | | |
|--------------|-------------|------------|
| 1. breakfast | 2. backpack | 3. bedroom |
|--------------|-------------|------------|

Matching: Meanings (page 29)

- | | | | |
|------|------|------|-------|
| 1. b | 4. h | 7. d | 10. i |
| 2. e | 5. c | 8. f | |
| 3. a | 6. g | 9. j | |

Check the Correct Picture (page 30)

- | | | | |
|------|------|------|------|
| 1. b | 2. a | 3. a | 4. a |
|------|------|------|------|

Write the Times You Hear (page 30)

- | | | | |
|---------|----------|-----------|----------|
| 1. 9:00 | 5. 10:00 | 9. 6:30 | 13. 1:45 |
| 2. 7:30 | 6. 11:00 | 10. 7:00 | 14. 4:30 |
| 3. 8:15 | 7. 3:00 | 11. 10:30 | |
| 4. 8:30 | 8. 8:00 | 12. 12:00 | |

Underline the Words (page 31)

opens	note	low	road
phone	only	home	
those	also	notebook	

Underline the Stressed Syllable (page 31)

<u>back</u> pack	sug <u>gests</u>	<u>stud</u> ent	re <u>su</u> lt
acti <u>vi</u> ty	<u>re</u> ady	<u>Fri</u> day	unde <u>st</u> and
ma <u>te</u> rial	per <u>mi</u> ssion	lan <u>gu</u> age	<u>d</u> ifficult
prin <u>ci</u> pal	ann <u>ou</u> ncement	arri <u>v</u> e	
in <u>for</u> mation	volun <u>te</u> er	im <u>por</u> tant	

Lesson 8**Write Tag Questions (page 32)**

- | | |
|-----------------|----------------|
| 1. doesn't he? | 6. don't they? |
| 2. can't she? | 7. do you? |
| 3. isn't it? | 8. does he? |
| 4. aren't they? | 9. doesn't he? |
| 5. doesn't she? | 10. can't you? |

Change He to I (page 32)

- | | |
|----------------------------|-----------------------------|
| 1. I pick up Marla. | 4. I don't know the cost. |
| 2. I see children playing. | 5. I need more information. |
| 3. I buy a soccer ball. | 6. I can't say yes or no. |

Complete the Sentences (page 33)

- | | | | |
|------------|------------|-----------|------------|
| 1. cost | 3. time | 5. soccer | 7. field |
| 2. parents | 4. uniform | 6. play | 8. pick up |

Match Words and Pictures (page 33)

- | | | |
|-----------|-------------|-------------|
| 1. tennis | 2. swimming | 3. football |
|-----------|-------------|-------------|

Underline the Telephone Number You Hear (page 34)

- | | |
|-------------|-------------|
| 1. 273-1351 | 5. 679-9924 |
| 2. 640-0951 | 6. 559-5658 |
| 3. 579-8326 | 7. 726-1415 |
| 4. 354-8691 | 8. 297-5155 |

Write the Prices You Hear (page 34)

- | | | | |
|---------|---------|----------|----------|
| 1. \$45 | 5. \$30 | 9. \$40 | 13. \$11 |
| 2. \$22 | 6. \$27 | 10. \$6 | 14. \$51 |
| 3. \$25 | 7. \$4 | 11. \$3 | |
| 4. \$19 | 8. \$38 | 12. \$85 | |

Underline the Words (page 35)

sign	idea	excited	driver
sometimes	I	right	sidewalk
child		tonight	

Change the Singular to Plural (page 35)

- | | |
|---------------------|----|
| 1. youth centers | z |
| 2. costs | s |
| 3. exercises | iz |
| 4. soccer practices | iz |
| 5. Wednesdays | z |
| 6. footballs | z |
| 7. team sports | s |

Lesson 9**Write Short Answers (page 36)**

- Yes, he does.
- No, it isn't. OR No, it's not.
- Yes, I am.

4. No, he doesn't.
5. Yes, she is.
6. No, he's not. OR No, he isn't.
7. Yes, he does.
8. No, she's not. OR No, she isn't.
9. Yes, it is.

10. No, they're not. OR No, they aren't.

Write the One- or Two-Word Comparative (page 36)

- | | |
|----------------|-----------------|
| 1. more afraid | 3. more serious |
| 2. meaner | 4. more upset |

Match Words and Pictures (page 37)

- | | | |
|--------|----------|--------|
| 1. cry | 2. fight | 3. hug |
|--------|----------|--------|

Matching: Meanings (page 37)

- | | | | |
|------|------|------|-------|
| 1. f | 4. a | 7. b | 10. c |
| 2. j | 5. g | 8. e | |
| 3. h | 6. d | 9. i | |

Check the Correct Picture (page 38)

- | | | | |
|------|------|------|------|
| 1. b | 2. b | 3. a | 4. b |
|------|------|------|------|

Underline the Word You Hear (page 38)

- | | | | |
|-----------|-------------|-----------|--------------|
| 1. dirty | 4. what's | 7. huge | 10. upstairs |
| 2. shorts | 5. anyone | 8. rules | 11. again |
| 3. after | 6. surprise | 9. repeat | 12. cereal |

Change the Singular to Plural (page 39)

- | | |
|-----------------|----|
| 1. dirty faces | iz |
| 2. torn shirts | s |
| 3. kicks | s |
| 4. mothers | z |
| 5. principals | z |
| 6. young girls | z |
| 7. broken rules | z |
| 8. surprises | iz |

Underline the Stressed Syllable (page 39)

- | | | | |
|---------------|----------------|-----------------|------------------|
| principal | information | any <u>more</u> | <u>counselor</u> |
| custodian | librarian | allowed | <u>serious</u> |
| administrator | secretary | instructor | suspended |
| president | supervisor | assistant | |
| answer | superintendent | faculty | |

Lesson 10

Underline the Correct Verb (page 40)

- | | | | |
|----------|------------|---------|-----------|
| 1. is | 4. returns | 7. Is | 10. don't |
| 2. Are | 5. say | 8. are | |
| 3. don't | 6. doesn't | 9. need | |

You Write the Question (page 40)

1. Are you relaxing now?
2. Did you do your homework?
3. Do you want to eat dinner?
4. Are you wasting time?
5. Is your homework finished?

Underline the Correct Word (page 41)

- | | | | |
|-------------|-----------|------------|-----------|
| 1. watching | 4. later | 7. angry | 10. watch |
| 2. toys | 5. mirror | 8. wasting | |
| 3. homework | 6. faces | 9. her | |

Match Words and Pictures (page 41)

- | | | |
|---------------|-------------------|-----------|
| 1. board game | 2. stuffed animal | 3. blocks |
|---------------|-------------------|-----------|

Write the Words You Hear (page 42)

- | | | |
|-------------|-------------------|-------------|
| 1. math | 4. handwriting | 7. spelling |
| 2. science | 5. social studies | 8. reading |
| 3. language | 6. geography | |

Underline the Assignment You Hear (page 42)

1. Chapter 11, pages 85-89
2. Questions 1-50
3. Lesson 6, pages 18-21
4. Worksheets 11 and 12
5. Questions 23-30
6. Chapter 10, page 40
7. Problems 90-100
8. Worksheets 74 and 75

Underline the Words (page 43)

- | | | |
|--------|--------|----------|
| under | comes | studying |
| lunch | brush | money |
| subway | tongue | sun |

Put these Students in Alphabetical Order by their Last Names (page 43)

- | | |
|----|----|
| 5 | 12 |
| 3 | 10 |
| 15 | 6 |
| 14 | 16 |
| 11 | 4 |
| 2 | 7 |
| 1 | 9 |
| 8 | 13 |

Lesson 11

Write Tag Questions (page 44)

- | | | |
|---------------|-----------------|---------------|
| 1. isn't it? | 4. aren't they? | 7. don't you? |
| 2. isn't she? | 5. is he? | 8. isn't it? |
| 3. isn't he? | 6. isn't he? | 9. are they? |

Change He to You (page 44)

1. You have a spelling test.
2. You write the date.
3. You aren't listening.
4. You think about recess.
5. You don't hear the word.
6. You need to listen.

Complete the Sentences (page 45)

- | | | | |
|-----------|----------------|-----------|-------------|
| 1. ready | 3. directions | 5. number | 7. test |
| 2. recess | 4. passing out | 6. words | 8. spelling |

Matching: Meanings (page 45)

- | | | | | | |
|------|------|------|------|------|------|
| 1. d | 2. a | 3. f | 4. e | 5. b | 6. c |
|------|------|------|------|------|------|

Check the Correct Picture (page 46)

- | | | | |
|------|------|------|------|
| 1. a | 2. b | 3. b | 4. b |
|------|------|------|------|

Write the Words You Hear (page 46)

- | | | | |
|-----------|-----------|-----------|-------------|
| 1. listen | 3. spell | 5. follow | 7. children |
| 2. paper | 4. pencil | 6. sorry | 8. recess |

Underline the Words (page 47)

- | | | | |
|----------|---------|----------|-------|
| three | third | thing | thank |
| thousand | through | thrilled | math |
| thumb | throw | youth | teeth |
| Thursday | thin | thirsty | |

Write the Words (page 47)

- | | | | |
|----------|---------|----------|---------|
| 1. one | 4. four | 7. seven | 10. ten |
| 2. two | 5. five | 8. eight | |
| 3. three | 6. six | 9. nine | |

Lesson 12**Write the Correct Question Word(s) (page 48)**

- | | | |
|-------------|---------|----------|
| 1. How old | 3. What | 5. Who |
| 2. How long | 4. How | 6. Where |

Write Each Sentence in the Negative (page 48)

1. The boy is not 12 years old.
2. I don't need 10 hours of sleep a night.
3. They don't want to go to bed.
4. She can't stay up later tomorrow night.

Underline the Correct Word (page 49)

- | | | | |
|------------|----------|------------|-----------|
| 1. bedtime | 3. early | 5. minutes | 7. Friday |
| 2. hours | 4. teeth | 6. sleepy | 8. rule |

Match Words and Pictures (page 49)

- | | | |
|----------|---------------|------------|
| 1. clock | 2. toothbrush | 3. pajamas |
|----------|---------------|------------|

Underline the Verb You Hear (page 50)

- | | | | |
|---------|-----------|----------|----------|
| 1. need | 3. put on | 5. feels | 7. goes |
| 2. tell | 4. stays | 6. have | 8. wants |

Underline the Time You Hear (page 50)

- | | | | |
|---------|----------|---------|---------|
| 1. 8:30 | 3. 10:00 | 5. 3:45 | 7. 6:00 |
| 2. 7:45 | 4. 4:30 | 6. 8:00 | 8. 9:30 |

Underline the Words (page 51)

- | | | | |
|------|-------|-------|-------|
| rule | two | spoon | tooth |
| soup | fruit | food | you |
| noon | new | blue | |

Rewrite Each Sentence Correctly (page 51)

1. Mary's bedtime is 8:00.
2. "You need to be in bed now," says her mother.
3. Mary asks, "Can I please stay up a little later?"
4. "No," says Mary's mother. "Your bedtime is right now."

Lesson 13**Write Short Answers (page 52)**

1. Yes, they are.
2. No, he doesn't.
3. Yes, she does.
4. No, he's not. OR No, he isn't.
5. Yes, they are.
6. No, he's not. OR No, he isn't.
7. Yes, it is.
8. Yes, they are.

Write Each Sentence in the Negative (page 52)

1. I don't need new shoes.
2. There aren't a lot of shoes here.
3. These shoes aren't very expensive.
4. He doesn't want the black shoes.

Complete the Sentences (page 53)

- | | | | |
|--------------|---------------|-------------|--------------|
| 1. price tag | 3. shoe store | 5. shakes | 7. expensive |
| 2. spend | 4. grow | 6. everyone | 8. again |

Matching: Opposites (page 53)

- | | | | | | |
|------|------|------|------|------|------|
| 1. c | 2. d | 3. a | 4. b | 5. f | 6. e |
|------|------|------|------|------|------|

Check the Correct Picture (page 54)

- | | | | |
|------|------|------|------|
| 1. a | 2. b | 3. b | 4. b |
|------|------|------|------|

Underline the Price You Hear (page 54)

- | | | | |
|------------|------------|------------|------------|
| 1. \$33.89 | 3. \$19.40 | 5. \$60.32 | 7. \$83.99 |
| 2. \$57.42 | 4. \$12.56 | 6. \$27.52 | |

Complete Each Word with sh or ch (page 55)

- | | | | |
|--------|---------|---------|---------|
| shoe | cheaper | shampoo | chapter |
| chair | check | short | channel |
| shirt | change | chart | sharp |
| shape | she | child | shut |
| shower | shakes | cheese | chalk |

Write the Words (page 55)

- | | | |
|--------------|---------------|------------------|
| 11. eleven | 17. seventeen | 50. fifty |
| 12. twelve | 18. eighteen | 60. sixty |
| 13. thirteen | 19. nineteen | 70. seventy |
| 14. fourteen | 20. twenty | 80. eighty |
| 15. fifteen | 30. thirty | 90. ninety |
| 16. sixteen | 40. forty | 100. one hundred |

Lesson 14**Underline the Correct Verb (page 56)**

- | | | | |
|----------|--------|-----------|-----------|
| 1. live | 4. has | 7. Is | 10. wants |
| 2. need | 5. see | 8. stands | |
| 3. waits | 6. is | 9. tells | |

You Write the Question (page 56)

- Do you walk to school?
- Do you wait at the corner?
- Is there a crosswalk?
- Did you hear a whistle blow?
- Is she a crossing guard?

Underline the Correct Word (page 57)

- | | | | |
|------------|------------|----------|---------|
| 1. walks | 3. left | 5. busy | 7. safe |
| 2. streets | 4. traffic | 6. guard | 8. hurt |

Match Words and Pictures (page 57)

- | | | |
|-------------------|------------------|--------------|
| 1. crossing guard | 2. traffic light | 3. crosswalk |
|-------------------|------------------|--------------|

Underline the Verb You Hear (page 58)

- | | | | | |
|-----------|---------|-----------|----------|----------|
| 1. pushes | 3. look | 5. stands | 7. tells | 9. walks |
| 2. waits | 4. has | 6. blows | 8. want | 10. stop |

What Do You Do? (page 58)

- | | | | |
|---------------|---------|---------------|----------|
| 1. Don't Walk | 4. Walk | 7. Don't Walk | 10. Walk |
| 2. Walk | 5. Walk | 8. Don't Walk | |
| 3. Don't Walk | 6. Walk | 9. Don't Walk | |

Underline the Words (page 59)

- | | | | |
|--------|-------------|----------|---------|
| girls | glasses | grade | ground |
| gallon | grandfather | gasoline | growing |
| eggs | begin | group | |

Rewrite Each Sentence Correctly (page 59)

- Remember to wait at every corner.
- I don't cross until I look both ways.
- Please walk between the two yellow lines.
- Is it safe to cross the street here?

Lesson 15**Write Tag Questions (page 60)**

- | | | |
|-----------------|---------------|----------------|
| 1. does he? | 5. isn't it? | 9. doesn't he? |
| 2. doesn't she? | 6. is she? | 10. can't she? |
| 3. can you? | 7. don't you? | |
| 4. isn't he? | 8. isn't she? | |

Change I to She (page 60)

- She doesn't feel well.
- She has a fever.
- She needs to rest at home.
- She can't go to school.
- She calls in sick to work.
- She takes some medicine.

Match Words and Pictures (page 61)

- | | | |
|--------------------|-----------------|------------------|
| 1. call the office | 2. rest at home | 3. take medicine |
|--------------------|-----------------|------------------|

Matching: Opposites (page 61)

- | | | | |
|------|------|------|-------|
| 1. i | 4. f | 7. c | 10. h |
| 2. j | 5. b | 8. e | |
| 3. a | 6. g | 9. d | |

Check the Correct Picture (page 62)

- | | | | |
|------|------|------|------|
| 1. a | 2. a | 3. a | 4. a |
|------|------|------|------|

Write the Number (page 62)

- | | | |
|---------------|--------------|--------------|
| 4 Nurse | 7 Directions | 6 Bus garage |
| 0 Main office | 3 Principal | 5 Library |
| 2 Attendance | 1 Teacher | |

Complete Each Word with the Vowels a, e, i, o, or u (page 63)

- | | | |
|-------------|-------------|-----------|
| virus | headache | cough |
| sore throat | infection | cold |
| fever | rash | earache |
| flu | stomachache | toothache |

Rewrite Each Sentence Correctly (page 63)

- Willie's father calls the office at school.
- "What is your first name?" asks the clerk.
- Willie rests at home all day.
- He feels a little better, but he still has a fever.
- Tomorrow Willie's mother needs to stay home from work.

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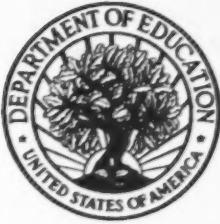


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